CAEL QIS Advisory Committee Process and Timeline

Senate Bill 1629 required 13 committee members to be appointed to the California Early Learning Quality Improvement System Advisory Committee. Members were selected according to the process specified in the legislation. For a list of the members, see the Acknowledgments.

At the June 10, 2009, meeting, the Advisory Committee approved the following operating principles:

- Commit to candid discussions and consideration of diverse ideas in an atmosphere of mutual respect.
- Explore research, policy, and implementation options for California; make decisions; and revisit them when necessary.
- Know who will be there by committing to attend scheduled meetings.
- Reserve voting for Advisory Committee members or official designees.
- Make decisions based on data and evidence-based practice.
- Strive for consensus and use majority vote, with dissenting views represented in documents when needed.
- Use and update the operating principles as needed.

Advisory Committee Timeline

Senate Bill 1629 required at least four CAEL QIS meetings to be held each year for two years. All meetings were required to be open to the public and meet the Bagley-Keene requirements as stated in *Government Code* Sections 11120-11132. Over the two-year period, CAEL QIS held 11 Advisory Committee meetings, 49 subcommittee meetings, 14 Steering Committee meetings, and 4 public hearings. These meetings were hosted by various county offices of education, including Yolo, San Mateo, Fresno, Tehama, Los Angeles, Riverside, San Diego, Orange, Madera, San Joaquin, Marin, Contra Costa, Shasta, and Sacramento. Overall, 2,714 people attended and participated in Advisory Committee, Steering Committee, and subcommittee meetings, with an additional capacity of 2,550 Web-streaming ports available for these meetings beginning in September 2009. A listing of the organizations and agencies that participated in the CAEL QIS meetings and QRIS development process is included at the end of this section.

Meetings typically included reports from subcommittees on options for components of a QRIS, research updates, input from attendees at regional sites, and public comment. Action items requiring an Advisory Committee vote were indicated on the meeting agenda. An important component of the CAEL QIS development process was public hearings to coordinate input on the design and implementation of the QRIS. This input, in addition to the extensive work by CAEL QIS subcommittees, expert consultants, and CDE staff, have informed and supported the work of the CAEL QIS Advisory Committee members.

 Web Page

To facilitate coordination of the Advisory Committee's work and interaction with stakeholders, the CDE established a CAEL QIS Web page, which includes committee and subcommittee meeting dates, agendas, materials, and highlights. The CAEL QIS Web page was updated regularly.

Role of Subcommittees

The Advisory Committee created five subcommittees and directed them as follows: "The subcommittees will clarify issues, outline possible alternatives, and present likely results. The California Early Learning Quality Improvement System Advisory Committee will receive the information and issues analyzed through the subcommittees for the Committee's consideration, discussion, and the development of recommendations, not as an expectation for approval" (June 10, 2009, CAEL QIS Advisory Committee meeting). In short, the subcommittees' roles were to provide information and analysis while the full Advisory Committee's charge was to decide upon the final recommendations.

Advisory Committee members served as Chair and Vice-Chair of each subcommittee, and CDE staff helped facilitate meetings. Subcommittee meetings were open to all Advisory Committee members as well as the general public.The Advisory Committee charged each subcommittee with the task of helping to inform the development of one of the major aspects of the CAEL QIS model. The focus of the subcommittee's work is described as follows:

- *Design Ideas for Licensing, Quality Rating, and Improvement Systems Subcommittee*: To develop options for California's rating structure and process, with support systems to improve quality over time.

- *Workforce and Professional Development and Incentives Subcommittee*: To develop professional standards and a delivery system that supports high-quality initial preparation and ongoing professional development linked to quality learning standards and financial incentives for enhanced training.

- *Family Involvement and Stakeholder Engagement and Advocacy Subcommittee*: To develop a communication plan to ensure broad input on the design of the quality rating system, and to develop an engagement and outreach plan for families, programs and providers, and the public for California's rating structure and process.

- *Data Systems for Program Improvement and Research Subcommittee:* To consider data systems for program improvement and evaluation/research, including the attributes of a data system that would effectively use data to coordinate and improve quality among public and private, local, state, and federal early learning programs and providers.

- *Finance and Incentives, Including Funding Model, Subcommittee*: To analyze, develop alternatives, and report back on two broad areas: financial alternatives for a variety of issues, including a funding model; and for incentives that encourage quality and would be

most effective and cost efficient in relation to positive outcomes for children and families.

Groups/Organizations/Agencies That Participated in CAEL QIS

Academy for Educational Development
Advancement Project
AJE Partners
Alameda County Child Care Planning Council
Amador Child Care Council
Amador County Office of Education
Amador County Unified School District
American Academy of Pediatrics (AAP)
American River College
Anaheim Community College
Apple Valley Unified School District
Applied Survey Research
Association of Christian Schools International (ACSI)
Association of Christian Schools International (ACSI)
Baccalaureate Pathways in Early Care and Education Project
BANANAS Inc.
Berkeley Head Start
Berkeley-Albany YMCA Early Childhood Services
Building Bridges Child Development Center (BBCDC)
California Association for the Education of Young Children (CAEYC)
California Child Care Coordinator's Association
California Child Care Resource and Referral Network
California Child Development Administrators Association
California Childcare Health Program
California Childcare Health Program
California Childcare Health Program
California Community College Early Childhood Educators (CCCECE)
California Community Colleges
California Community Colleges Early Childhood Educators
California County Superintendents Education Services Association (CCSESA)
California Curriculum Alignment Project
California Department of Finance
California Department of Social Services
California Early Childhood Mentor Program

California Family Child Care State Board
California Food Policy Advocates
California Head Start Collaboration Office
California Hispanic Resource Council (Concilio)
California Preschool Instructional Network (CPIN)
California School Boards Association
California State University – Humboldt
California State University, East Bay
California State University, Fresno
California State University, Fullerton
California State University, Sacramento - Child Development
California State University, San Bernardino
Cal-SAFE State Advisory Group
Canada College
CAPPA
Center for Excellence in Child Development
Center for the Study of Child Care Employment (CSCCE)
Center for the Study of Social Policy (CSSP)
Chicano Federation of San Diego County, Inc.
Child Action, Inc.
Child Care Alliance of Los Angeles
Child Care Coordinating Council (4Cs)
Child Care Information Service
Child Care Law Center
Child Care Planning Council of Yuba and Sutter Counties
Child Care Providers United
Child Care Resource Center
Child Development Center
Child Development Consortium of Los Angeles
Child Development Policy Institute
Child Development Training Consortium (CDTC)
Children Now
Children's Council of San Francisco
Children's Home Society of California
Children's Network
City of Gardenia
City of Menlo Park – Bell Haven Child Development Center
City of Pacifica
City of Redwood City

College For Creative Studies
College of San Mateo
College of the Desert
Colusa County Office of Education
Colusa Indian Community
Community Action Partnership of San Luis Obispo (CAPSLO)
Community College Facility Coalition (CCFC)
Conejo Valley Unified School District
Connection for Children
Continuing Development Incorporated (CDI)
Contra Costa Child Care Council
Contra Costa County Office of Education
County of Fresno Department of Public Health
David and Lucile Packard Foundation
El Dorado County Office of Education
Escondido Community Child Development Center
Family Child Care
Family Service Agency
Fight Crime: Invest in Kids
First 5 - San Mateo County
First 5 Association of California
First 5 Contra Costa
First 5 El Dorado County
First 5 Placer County
First 5 San Francisco
First 5 San Joaquin
First Steps Child Development Center
Folsom Lake College
Fontana Unified School District
Foundation for California Community Colleges
Fresno City College
Fresno County Economic Opportunities Commission
Fresno County Office of Education
Fresno Unified School District – Early Learning Gateway to Quality
Glenn County Office of Education
Go Kids, Inc.
Grossmont College
Hartnell College
High 5 For Quality
Human Services Agency of San Francisco (SFHSA)
Human Services Management Corporation (HSMC)
International Institute of Los Angeles
Inter-Tribal Council of California, Inc.
Juarez & Associates

KCET, Public Media and PBS TV for Central and Southern California
Kern County
Kid 1st Learning Center
Kid's Korner, Around the Korner
Kidango
Kids N' Care
KinderCare Learning Centers
Knowledge Learning Corporation
Knowledge Universe
KQED, Public Media for Northern California
La Mesa - Spring Valley School District
Las Positas College
Lincoln Unified School District
Little Mud Puddles
Local Planning Council of Nevada County
Local Planning Council of Sacramento
Local Planning Council of San Diego
Lodi Unified School District
Long Beach City College
Long Beach Unified School District
Los Amiguitos Child Development Center
Los Angeles County Licensed Child Care Provider
Los Angeles County Office of Child Care
Los Angeles County Office of Education
Los Angeles Universal Preschool
Los Rios Community College District
Lovett's Children, Inc.
Low Income Investment Fund's (LIIF)
Lynn Colvin Educational Consultants
MAAC Project
Madera County Office of Education
Manteca Unified School District
Marin Child Care Commission
Marin Day Schools – Bright Horizons
McKinley Village
Mendocino County Health & Human Services Agency
Merced County Office of Education
Miller's Preschool and Child Care
Mills College
Monterey County Department of Social and Employment Services
Montessori Council of California
Murrieta Valley Unified School District
My Space to Grow
Napa County Child Care Planning Council
Napa County Office of Education

National Child Care Information Center (NCCIC)
National Council of La Raza (NCLR)
National University
Office of the Secretary of Education (OSE)
Options – State Preschool
Orange County Department of Education
Pacific Union College
Panama – Buena Vista Union School District
Para Los Ninos
Parent Services Project
Parent Voices
Partnership for School Readiness
Placer County Office of Education
Plaza Community Services
Positive Steps
Preschool California
Primary Colors Educare
Professional Association for Childhood Education (PACE)
Professional Association for Childhood Education Alternative Payment Program (PACEAPP)
Program for Infant/Toddler Care
Public Policy Institute of California (PPIC)
Quality Children's Services
RAND Corporation
Rialto Unified School District
River City Child Care Consortium
River Delta Unified School District
Riverside County Child Care Consortium (RCCCC)
Riverside County Office of Education
Sacramento City College
Sacramento County Office of Education
Sacramento Valley Christian Academy
Saddleback Valley Unified School District
Salvation Army
San Bernardino County Superintendent of Schools (SBCSS)
San Diego Community College District
San Diego County Office of Education
San Diego State University Children's Center
San Francisco State University
San Joaquin County Office of Education
San Mateo County Office of Education
San Mateo Local Planning Council
Santa Barbara Unified School District
Santa Clara County Local Planning Council
Santa Clara County Office of Education

Santa Clara County Partnership for School Readiness
Santa Monica College
Santa Rosa Junior College
Shasta College
Shasta County Office of Education
Sierra College
Skyline College
Skyline College
Solano County Office of Education
SRI International
Staff for California Assembly
Stanislaus County Office of Education
STARS Preschool
STG International, Inc.
Stockton Unified School District – State Preschool
Teddy Bear Tymes
Tehama County Department of Education
The Chicano Federation
Totally Kids
UCSF California Childcare Health Program
University California Davis Extension
University of California, Berkeley
Vacaville Unified School District
Valley Oak Children's Services
Vanguard University
Ventura County Office of Education
Victor Valley College
Voices for Children
WestEd
Willow International Center
Working 4 Quality Child Care (W4QCC)
YMCA Childcare Resource Service
YMCA of Greater Los Angeles
YMCA of the East Bay
Yolo County Office of Education
Yuba City Unified School District
Zero to Three

Assessment and Analysis of California's Early Learning and Care Infrastructure

Any careful redesign of a system begins by assessing its strengths and weaknesses. To address this first legislatively assigned task, the Advisory Committee listened to many presentations and conducted a thorough assessment of the existing status of the early learning and care infrastructure in California. The major finding is that while California has a number of promising practices and initiatives to improve the quality of early learning and care, several of the key building blocks required to establish a QRIS have major weaknesses.

The following section describes the uneven access to early learning and care in California, the promise of quality and the shortfalls therein, variations in program standards and enforcement, finance disincentives for quality improvement, new early learning resources, challenges related to workforce development, efforts to promote family and community involvement, and the status of funding to support early learning and care.
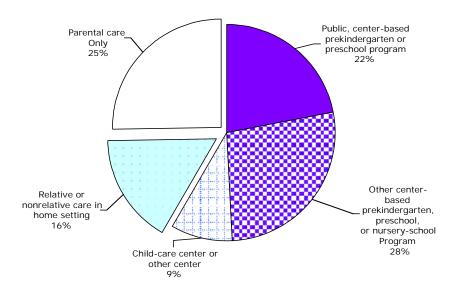
Uneven Access to Early Learning and Care Programs

While quality early learning and care programs can promote school readiness and improve children's school achievement, the children who are expected to benefit most from quality programs are least likely to be enrolled. California has more than 57,600 licensed centers and family child care homes that can serve more than 1.1 million children, including children birth to age five and school-age children (California Department of Social Services [DSS], 2009). Access to and utilization of these early learning and care programs in California, however, varies by the age of the child and the mother's education and the family's income and cultural and linguistic background.

Variation by Age of Child
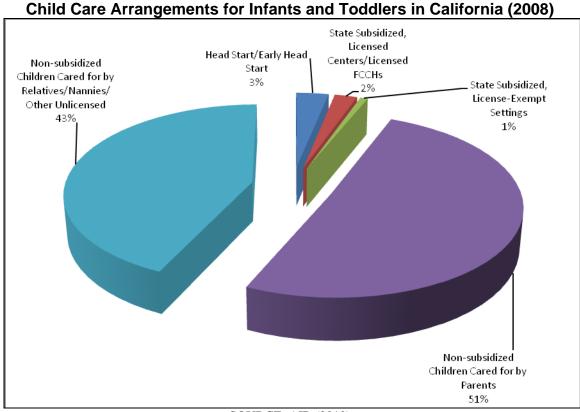
 Most families use center-based programs for preschool-age children, both to promote school readiness and to help families with their work schedules. Based on a RAND Corporation survey, 59 percent of three- and four-year-olds participate in some type of center-based program, whether preschool, prekindergarten, or child care (Karoly, 2009). Another 16 percent of preschool children participate in some type of home-based arrangement, including licensed family child care and license-exempt arrangements with relatives, friends, or neighbors. Only 25 percent of all children in this age group are cared for exclusively by their parents.

**Use of Center-Based Programs the Norm for
California's Preschool-Age Children**

Parental care
Only
25%

Public, center-based
prekindergarten or
preschool program
22%

Other center-
based
prekindergarten,
preschool,
or nursery-school
Program
28%

Relative or
nonrelative care in
home setting
16%

Child-care center or
other center
9%

SOURCE: Karoly (2009)

For children birth to age three, the utilization of early learning and care looks much different. While more than half of mothers of this age group are in the labor force, only six percent of licensed center-based programs in California offer services for children birth to age two (Child Care Resource and Referral Network, 2009). As of 2008 (American Institutes for Research [AIR], 2010), most infants and toddlers were exclusively in parental care or informal arrangements, such as license-exempt care by family, friends, or neighbors. Only 12 percent of California's 1.7 million infants and toddlers were enrolled in licensed centers or family child care homes. The cost of infant care, averaging $11,580 for center-based care and $7,937 in a family child care home, poses a barrier for many low-income families (NACCRRA and Child Care Resource and Referral Network, 2009).

Child Care Arrangements for Infants and Toddlers in California (2008)

Head Start/Early Head Start
3%

State Subsidized, Licensed Centers/Licensed FCCHs
2%

Non-subsidized Children Cared for by Relatives/Nannies/Other Unlicensed
43%

State Subsidized, License-Exempt Settings
1%

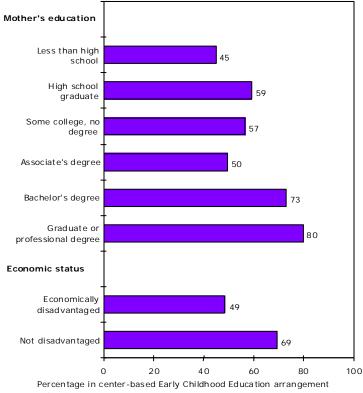Non-subsidized Children Cared for by Parents
51%

SOURCE: AIR (2010)

Quality early learning and care for infants and toddlers is difficult to find, and differences in usage reflect inequities in access. For example, 39 percent of the families calling child care resource and referral agencies are looking for infant care (Child Care Resource and Referral Network, 2009), which demonstrates how difficult it is to find care. While Early Head Start programs and state-contracted General Child Care programs are typically located in low-income neighborhoods, other types of privately operated, licensed infant/toddler arrangements are less likely to be available in these areas (AIR, 2010). In other words, overall, families in areas of greater economic need have less access to licensed programs.

Variation by Mother's Education, Family Income, and Cultural and Linguistic Background

Use of center-based programs is lowest among the population of children most likely to benefit from a high-quality preschool program. Seventy-three percent of preschool children with mothers with BA degrees, but only 45 percent of those whose mothers have less than a high school education, attend center-based programs (Karoly, 2009). Some evidence also suggests a dip in participation among children whose family income is just above the threshold for eligibility for subsidized programs.

Use of Center-Based Programs Is Lowest for Those Most Likely to Benefit from Preschool

Percentage in center-based Early Childhood Education arrangement

SOURCE: Karoly (2009)

To help low-income families afford early learning and care as well as before- and after-school programs for school-age children, California subsidizes the cost of spaces for more than 423,000 children. Nearly one-quarter of these spaces are in license-exempt settings, with the remainder being in licensed centers or family child care homes. The federally funded Early Head Start and Head Start programs serve nearly 105,000 children birth to age five (California Head Start Association, 2009). But more than 149,000 children under age five are still waiting on the county centralized eligibility lists for state-subsidized early learning and care services (CDE, 2009). The number of children waiting includes 3,145 children with exceptional needs, with either an individualized family service plan (IFSP) or an individualized education program (IEP).

Promise of Quality

High-quality programs can raise children's kindergarten readiness, as measured by various standardized tests in vocabulary, pre-reading, and pre-math, especially for disadvantaged students Karoly, 2009). Compared with other educational interventions, effect sizes of 0.2 or 0.3 are frequently considered to be large. Thus, in the graph below, the 0.79 finding of the Tulsa, Oklahoma, program on pre-reading skills is quite impressive, suggesting that children who participated in that program are doing significantly better than would have been expected had they not been in the program.

High-Quality Preschool Programs Can Raise Pre-Literacy and Pre-Math Skills

| Program | Effect Size | | | | |
| | Vocabulary (Peabody Picture Vocabulary Test) | Woodcock-Johnson Subtest | | | |
		Letter-Word Identification	Spelling	Applied Problems	Readiness Composite
Perry Preschool	1.02*	—	—	—	—
Chicago CPC	—	—	—	—	0.46*
Head Start	0.08	0.32*	0.24*	0.15	—
Arkansas	0.36*	—	—	0.24*	—
California	0.30*–0.47*	—	—	0.31*–0.38*	—
Michigan	0.03	—	—	0.51*	—
New Jersey	0.34*	—	—	0.19*	—
New Mexico, year 1	0.36*	—	—	0.39*	—
New Mexico, year 2	0.25*	—	—	0.50*	—
Oklahoma, Tulsa only	—	0.79*	0.64*	0.38*	—
Oklahoma, statewide	0.32*	—	—	0.49*	—
South Carolina	0.05	—	—	—	—
West Virginia	0.18	—	—	0.52*	—

SOURCE: Karoly (2009)

NOTE: * = Statistically significant at the 5 percent level or better. — = Not available.

Based on the two of the most rigorous studies following up children enrolled in quality preschool programs, the Perry Preschool Program in Ypsilanti, Michigan, and the Chicago Child Parent Centers (CPC), the initial gains endure, contributing to improved child outcomes in reading and mathematics in the later elementary and middle school grades, reduced grade retention, reduced placement in special education, and greater likelihood of high school completion.
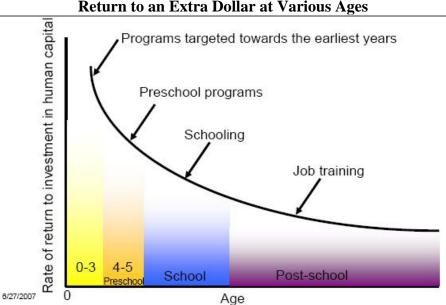
Two Programs with Longer Follow-Up Show Favorable Effects on Educational Outcomes

Reading achievement	0.34	0.24
Math achievement	0.33	0.23
Grade retention	N.S.	0.34
Special education use	0.29	0.26
High school completion	0.43	0.16

Note: N.S.= not significant. Perry achievement measures are for grade 6; Chicago CPC measures are for grade 8.
SOURCE: Cannon & Karoly (2007)

Based on the reductions in grade retention, use of special education and high school dropouts, studies have estimated that for every dollar invested in high-quality early learning and care programs, society ultimately receives $4 to $17. Viewing this return on investment, Nobel laureate economist James Heckman considers high quality programs for disadvantaged infants,
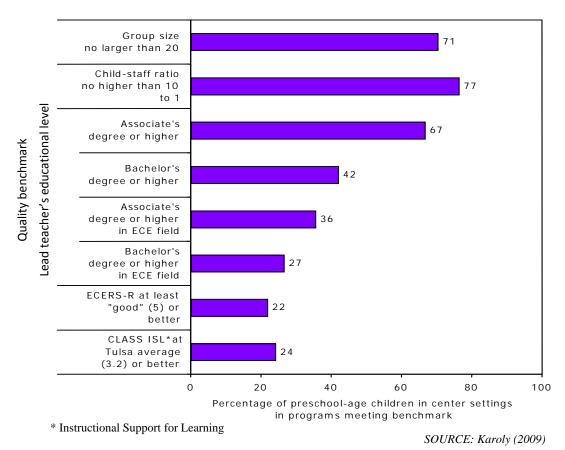
toddlers, and preschool children far more effective than compensatory programs for older children and adults.

Rates of Return to Human Capital Investment at Different Ages:
Return to an Extra Dollar at Various Ages

Shortfalls in Quality

While quality preschool programs hold great promise, few early learning and care programs in California are of sufficient quality to have a dramatic impact on child outcomes. According to a RAND study of 201 centers serving preschool age children in California, shortfalls in quality affect programs serving children in all income groups (Karoly, 2009). In particular, there is room for improvement on the dimension of quality found most closely linked with improved child outcomes—teacher-child interaction. Based on the Classroom Assessment Scoring System (CLASS), few programs scored well on this measure of instruction.

Biggest Shortfalls Occur for Measures of the Quality of the Learning Environment

Quality benchmark — Lead teacher's educational level

Benchmark	Value
Group size no larger than 20	71
Child-staff ratio no higher than 10 to 1	77
Associate's degree or higher	67
Bachelor's degree or higher	42
Associate's degree or higher in ECE field	36
Bachelor's degree or higher in ECE field	27
ECERS-R at least "good" (5) or better	22
CLASS ISL*at Tulsa average (3.2) or better	24

Percentage of preschool-age children in center settings in programs meeting benchmark

* Instructional Support for Learning

SOURCE: Karoly (2009)

Program Standards, Licensing, and Accreditation

Program standards for early learning and care programs vary widely, and monitoring to ensure compliance with standards is weak. State oversight of publicly funded license-exempt care is limited to background and criminal record checks through the Trustline Registry. As indicated in the following chart, California's Title 22 licensing standards for child-staff ratios are relatively weak compared to those recommended by the National Association for the Education of Young Children (NAEYC) and the federally funded Head Start program. Even the more stringent Title 5 standards lack official group size requirements, with the effective maximum group size larger than the NAEYC-recommended standard. Moreover, only 10 percent of preschool-age children are estimated to attend NAEYC-accredited programs in California (Karoly, 2009).

Ratios and Group Size: Existing Center Standards

	Infants		Toddlers		Preschool	
	Child-Adult Ratio					
NAEYC	4:1	(0–15 mos)	4:1 6:1	(12–18 mos) (21–36 mos)	10:1	(2.5–5 years)
Head Start	4:1		4:1		8.5:1 10:1	(3-year-olds) (4-year-olds)
Title 5	3:1	(0–18 mos)	4:1	(18–36 mos)	8:1	(3–5 years)
Title 22	4:1	(0–24 mos)	6:1	(toddler component)	12:1	(2–5 years)
	Group Size					
NAEYC	8	(0–15 mos)	12	(12–36 mos)	20	(2.5–5 years)
Head Start	8		8		17 20	(3-year-olds) (4-year-olds)
Title 5	n.a.	(effectively 18*)	n.a. (effectively 16*)		n.a.	(effectively 24*)
Title 22	n.a.	(effectively 12*)	n.a. (effectively 12* for toddler component)		n.a.	(effectively 24*)

*Based on child-staff ratio.

California currently also ranks low compared to other states in its licensing inspection rate. The U.S. Government Accounting Office (GAO) recommends at least one unannounced inspection of child care centers and group homes per year. However, for budgetary reasons, California only requires that facilities receive an unannounced inspection every five years (DSS, 2009). The GAO recommends a caseload of 75 facilities per licensing analyst; in California, the budgeted standard is 257 licensed family child care homes per analyst, and 169 child care centers per analyst (DSS, 2009). Although the 2009-10 budget provided funds to allow inspections of 30 percent of facilities annually, hiring freezes, resource reductions, and furlough days further limited the number of licensing program analysts and person hours available to cover caseloads. To restore annual inspections of centers, and biennial inspections of family child care homes, the DSS estimates that it would require a 10 percent increase in licensing fees as well as a streamlined protocol to conduct inspections.

Quality: Other States Versus California

	Licensing/Regulation	Accreditation	QRS/QRIS
Other States	▪ Almost all states require licensing of centers and family child care homes. ▪ Most states have 50 to 100% annual inspection rate (13 inspect biannually). ▪ Standards in pre-K programs vary.	▪ Voluntary in most states; programs typically pay. ▪ Some states pay some of the costs or provide technical support.	▪ 36 states (2008) had or were developing a quality rating system for child care, often with tiered reimbursement. ▪ Accreditation is sometimes a rating component or substitute.
California	▪ Required 20% inspection rate; weak transparency ▪ Relatively low standards in Title 5 and Title 22.	▪ 10% of preschool-age children in NAEYC-accredited programs.	▪ Power of Preschool (PoP) counties using quality rating system and tiered reimbursement. ▪ SB 1629 Early Learning quality rating system.

SOURCE: Based on Karoly (2009).

Finance Disincentives

Current reimbursement rates for publicly funded programs provide little incentive for programs to improve quality. California has two methods of payment for subsidized early learning and care programs—the Regional Market Rate (RMR) for centers paid through the voucher system that only have to meet the minimal Title 22 licensure requirements, and the Standard Reimbursement Rate (SRR) for state-contracted programs meeting the more stringent Title 5 standards. As shown in the following graph, in 22 counties, including those in the most populous areas of the state, the full-time RMR ceilings are higher than the SRR for programs meeting the higher standards.

For 22 Counties, the Market-Determined Reimbursement Rate Exceeds the Contract Rate

SOURCE: Karoly, Reardon, and Cho

Foundations and Curriculum

To provide a framework for early learning and care program curricula and for educating staff in the field of early education and care, the state has developed *Infant-Toddler Learning and Development Foundations* and *Preschool Learning Foundations*. The *Infant-Toddler Foundations* provide a comprehensive understanding of young children's learning and development during the first three years of life, and the *Preschool Foundations* describe the

knowledge and skills that preschool children typically have at around 48 and 60 months of age when they participate in a high-quality preschool program with adequate support. The *Foundations* define typical "destination points" for where children are going (in terms of development) during this age range. *The Foundations* also help to inform practitioners about children's development in all domains so that decisions can be made to support children's growth and learning.

To support the learning and development described in the *Foundations*, *Infant-Toddler* and *Preschool Curriculum Frameworks* will provide approaches for teachers to support children's learning. Volume 1 of the *Preschool Curriculum Framework* is currently available. In addition, the fact that California has already developed the *Foundations* could help the state meet one of the federal requirements for receipt of an Early Learning Challenge Grant.

The CDE, partnering with First 5 California, has developed Early Childhood Educator Competencies that describe core knowledge, skills, and dispositions for early childhood educators working with children birth to age five. These core competencies are aligned with the *Infant/Toddler* and *Preschool Foundations*, and will be included as a cornerstone of professional development in California.

The competency areas include:

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community
- Dual-Language Learning
- Observation, Assessment, Screening, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

Performance areas will subdivide each competency area into three to six headings, and levels (from I to IV) and will describe the knowledge and skills needed for each competency. The Early Childhood Educator Competencies will be accessible in mid-December at http://www.cde.ca.gov/sp/cd/re/ececomp.asp.

Workforce Development

Educational Qualifications

"No ECE program can succeed without teachers who can establish warm and caring relationships with children, light the fires of children's curiosity and love of learning, and foster their development and readiness for school," concludes a recent study by University of California researcher Marcy Whitebook and her colleagues (Whitebook et al., 2009). The question is, however, what qualifications and preparation work best? In many ways, the debates in the early learning and care field mirror those in the K-12 field regarding: the merits of certification, the value of college and university schools of education, and the best ways to measure and reward teacher effectiveness.

Research indicates that higher levels of education and training help improve teacher interactions with children in ways that positively affect children's learning. Preschool teachers who have earned BA degrees and have specialized training in early childhood education are generally more effective than those without those backgrounds (Barnett, 2004; Bowman, Donovan, and Burns, 2000; Bueno, Darling-Hammond, and Gonzalez, 2010; Burchinal et al., 2002; Whitebook, 2003). While some teachers without four-year degrees have been found to produce similar gains in children's school achievement, the best results are typically found among teachers who hold BA degrees (Kelley & Camilli, 2007). Teachers in model programs demonstrating long-term benefits in children's achievements have all held at least BA degrees (Whitebook et al., 2009; Campbell et al., 2002).

For infant and toddler caregivers, specialized training in early care and education is also associated with higher quality programs (Kreader, Ferguson, and Lawrence, 2005). Similarly, studies of family child care homes indicate that providers with more formal education and more recent training offer better quality services associated with children's higher cognitive scores (Clarke-Stewart et al., 2002).

Research indicates that teachers with BA degrees and specialized training in child development:

- Expose children to larger vocabulary, engage in more behaviors that help children develop verbal skills, give children more opportunities to develop creative thinking skills, and provide richer language and cognitive experiences (Bueno, Darling-Hammond, and Gonzalez, 2010; Ackerman, 2005);

- Have a better understanding of how children learn and what they need to learn, how to develop lesson plans, and how to facilitate young children's language-, cognitive-, and social-skills development (Ackerman, 2005); and

- Are warmer, more sensitive, and more engaging in their interactions with children; approach behavior management in a more positive, as opposed to punitive, way; and are better able to handle children with challenging behavior (Zigler, Gilliam and Jones, 2006).

In California, a RAND study found that Title 5 or public school pre-kindergarten programs rated two to three times higher on ECERS and CLASS assessments than private preschool programs (Karoly, 2008). Interestingly, 47 percent of children in a Title 5 or public school prekindergarten program are estimated to have a teacher with a BA degree or higher, as compared with only 11 percent attending private preschools.
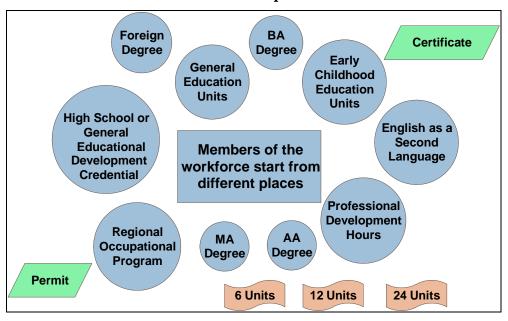
At the same time, several recent studies summarized by Whitebook, Gomby, Bellm, Sakai and Kipnis (2009) question the emphasis on college degrees for early learning and care teachers. Some studies have shown relationships between teacher credentials and student gains in math, but not in other areas (Early et al, 2006). Others raise questions about the magnitude of the effects of a BA degree (Early et al., 2008; Fuller, Livas, and Bridges, 2006).

The Advisory Committee determined that educational qualifications are necessary but not sufficient for a quality early learning and care workforce. Moreover, the recommended level of education should vary based on the responsibilities of the staff. While lead teachers and Program Directors require advanced degrees, much more limited training in early childhood education may suffice for teacher aides or others not responsible for a group of children. Ongoing professional development, a supportive work environment, and adequate compensation also impact program quality. Currently, wages and benefits for early childhood professionals are among the lowest of any occupation, contributing to high turnover and negative outcomes for children (Helburn, 1995; Mill and Romano-White, 1999; Whitebook, Howes, and Phillips, 1998; Whitebook and Sakai, 2003). Raising the educational qualifications for professionals in early learning and care without addressing compensation is an exercise in futility, leading to a revolving door where young children see their degreed teachers exit as soon as a more lucrative job is available in K-12 schools.
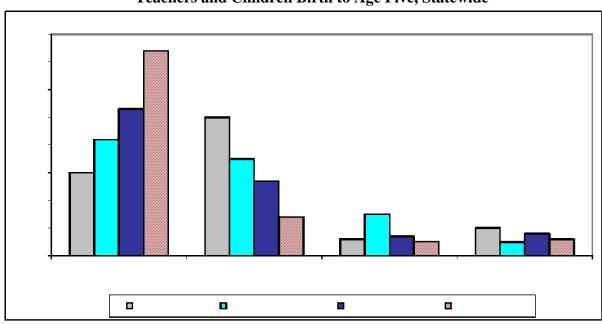
Workforce Preparation "Highway"

As illustrated below, early childhood staff members in California come from very diverse educational backgrounds. Compared to K-12 teachers, licensed early learning and care providers and center teachers are much more ethnically diverse and closer in demographics to the population of children they serve.

Workforce Experience

Ethnic Distribution of Licensed Providers and Center Teachers, Compared to K-12 Teachers and Children Birth to Age Five, Statewide

SOURCE: Whitebook et al., 2006.

Educational Attainment Varies by Ethnicity:
Percentage of Center Teachers with a BA Degree or Higher

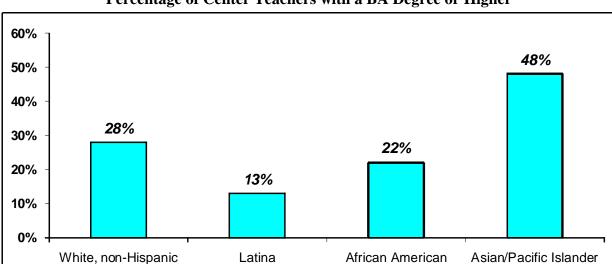*SOURCE: Whitebook et al., 2006.*

While this diversity is a strength, it also illustrates the need for a workforce development "highway" with many entrance points, opportunities for practice, and lots of guidance along the way. The "highway" should promote professional preparation and renewal, and support lasting and rewarding careers linked to higher compensation. Key features of this "highway" include:
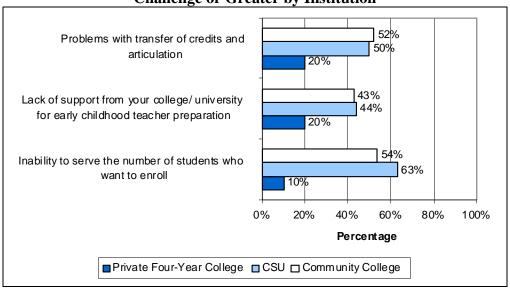
- Greater coherence in the early learning and care education and training offered, both pre-service and in-service
    o Although California has many innovative pre-service and in-service professional development projects, they are generally organized by program type or market sector and do not yet provide a systemic approach on a scale that is accessible to the early learning and care workforce statewide.
    o Currently, the content of training for providers is inconsistent across program settings. Both center teachers and family child care providers would benefit from training aligned with the *Infant /Toddler Learning and Development* and *Preschool Learning Foundations* and curriculum frameworks.
    o It is important to ensure that training provided for the staff working with children ages birth to three is just as comprehensive and evidence-based as that provided for preschool and elementary school children.
- Portability across higher education institutions
    o Half of the community colleges and public universities in a survey conducted five years ago reported problems with transfer of credits and articulation of courses (Whitebook et al., 2005). Some community college graduates found they had to start over and take many of the same courses again when they entered a four-year state university.
    o While many community colleges are working with state universities on an important effort to improve articulation and alignment, currently each individual community college and state university campus must adopt curriculum changes—

> a very time—consuming process. A greater sense of urgency, state support, and a deadline for the completion of the work is needed.
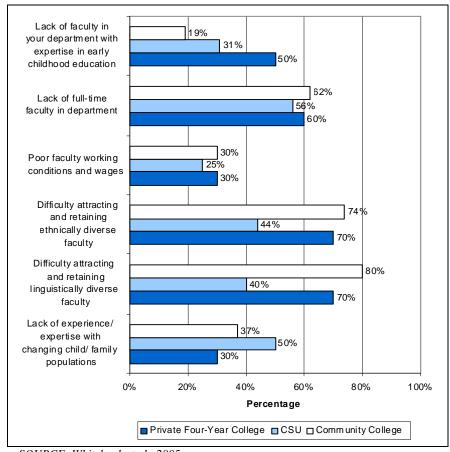
- A transformational approach to workforce development that focuses on the needs of the student or "client"
  - o Given that many of the people who will need degrees have many years of experience in the field, consideration should be given to providing credits for demonstrated competence as well as coursework.
  - o To make courses accessible to the many students who already work fulltime, classes should be available in the community and after hours.
  - o To expand access to education, alternative, non-traditional providers of degree-bearing coursework should be explored.
  - o In an efficient system, courses would count for multiple purposes, such as toward certification and satisfying staff education requirements related to Title 5 or Title 22 licensing standards; training required for regulatory or contract compliance should also count toward a degree.
  - o Consideration should be given to building on the Child Development Permit Matrix, California's current credentialing system for early learning and care educators (http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html).
  - o A student-centered workforce development system would include assistance with transfer of credits, movement from community college to university, and accessing financial aid.
- Tuition assistance and other incentives to help early learning and care staff obtain additional education, and higher compensation to retain those who obtain degrees
  - o Although there have been important efforts to subsidize the attainment of early learning and care degrees, the rules for access have been inconsistent across counties, and funds to finance tuition assistance have been reduced or eliminated.
  - o Preschool teachers are poorly paid by any standard. Nationwide, the median salary of preschool teachers is less than half the median kindergarten teacher salary (Barnett, 2003).
  - o Compensation is low even for teachers who have BA degrees, especially in non-state-contracted centers receiving vouchers, and turnover is high compared to that of better compensated kindergarten through grade twelve (K-12) teachers (Whitebook et al., 2006).
  - o Many center-based teachers and family child care providers lack health insurance or pensions, and violations of minimum wage and overtime are more frequent in child care centers than in any other low-wage occupation (UCLA Institute for Research on Labor and Employment, 2009).

Based on a study conducted by Whitebook in 2005, the following table summarizes some of the challenges both students and faculty faced with articulation and transfer of credits, difficulty attracting and retaining ethnically and linguistically diverse faculty, and inability to serve the number of students who want to enroll.

Institution-Related Challenges Rated Somewhat of a Challenge or Greater by Institution

Problems with transfer of credits and articulation
- 52% (Community College)
- 50% (CSU)
- 20% (Private Four-Year College)

Lack of support from your college/university for early childhood teacher preparation
- 43% (Community College)
- 44% (CSU)
- 20% (Private Four-Year College)

Inability to serve the number of students who want to enroll
- 54% (Community College)
- 63% (CSU)
- 10% (Private Four-Year College)

Percentage

■ Private Four-Year College   ☐ CSU   ☐ Community College

Faculty- Related Challenges Rated Somewhat of a Challenge or Greater by Institution

Lack of faculty in your department with expertise in early childhood education
- 19% (Community College)
- 31% (CSU)
- 50% (Private Four-Year College)

Lack of full-time faculty in department
- 62% (Community College)
- 56% (CSU)
- 60% (Private Four-Year College)

Poor faculty working conditions and wages
- 30% (Community College)
- 25% (CSU)
- 30% (Private Four-Year College)

Difficulty attracting and retaining ethnically diverse faculty
- 74% (Community College)
- 44% (CSU)
- 70% (Private Four-Year College)

Difficulty attracting and retaining linguistically diverse faculty
- 80% (Community College)
- 40% (CSU)
- 70% (Private Four-Year College)

Lack of experience/ expertise with changing child/ family populations
- 37% (Community College)
- 50% (CSU)
- 30% (Private Four-Year College)

Percentage

■ Private Four-Year College   ☐ CSU   ☐ Community College

SOURCE: Whitebook et al., 2005.

Yet another challenge is the decline in the availability of tuition assistance for a workforce attempting to obtain more education. Access to Comprehensive Approaches to Raising Educational Standards (CARES), a program that rewards early learning teachers and family child care providers for educational attainment and professional development, has declined from 44 counties in 2008-09 to 18 in 2009-10. While a more targeted program (Child Care Salary and Retention Program/AB 212) for employees of state-contracted programs still exists in 55 counties, the reduced access to CARES has had a significant impact on the professional development landscape.

Finally, while it is important to help family child care e providers and center-based teachers understand and work with children from diverse cultural and linguistic backgrounds, and children with special needs, there appears to be no consensus on how best to design and deliver such coursework (Whitebook, Gomby, Bellm, Sakai, and Kipnis, 2009).

California invests in a number of pre-service and in-service professional development projects that need to be integrated into a coherent statewide system:

- Innovative "cohort" BA degree completion programs, which target small groups of adults working in early childhood education to pursue a course of study together, at convenient times and locations, have been established in conjunction with CARES in six counties.
- The Program for Infant/Toddler Care is a nationally recognized model for improving the quality of care for children birth to age three through its PITC Institutes and Regional Partners for Quality.
- The California Preschool Instructional Network provides networking opportunities for preschool administrators and training on the *California Preschool Learning Foundations* and on the *Guide to English Language Learners*.
- The Child Development Training Consortium, located at community colleges, helps students with tuition costs, permit fees, and professional growth advisors as the students progress through a professional pathway.
- The California Early Childhood Mentor Program, also located at community colleges, supports retention of experienced early learning and care professionals to serve as mentors to students becoming new teachers and directors.
- Training CalWORKs recipients as child development teachers helps current and former CalWORKs students obtain their Associate Teacher and Teacher Permits.
- Through the Child Care Initiative Project, CCR&R agencies provide pre-service and in-service training as well as technical assistance to family child care home providers in multiple languages in every county, and the Exempt Care Training Project offers training to exempt-care providers.

As discussed earlier, community colleges and state universities are making a concerted effort to improve articulation and alignment of courses, but what is needed is centralized leadership platform and timetable to complete the project.

- 88 Community Colleges in California have signed letters of intent to participate in this project (of the 103 total colleges that offer a Child Development/Early Childhood Education program).
- 17 colleges have been approved for alignment.
- An additional 24 colleges have their documents submitted for review and verification, for a total of 41 colleges either approved for alignment or in the submission process.
- The Baccalaureate Pathways in early childhood education is building a system of common classes to help students achieve their BA degrees.

The following chart shows the CDE's Child Development Division's expenditures to support professional development. **Please note: The following chart does not reflect recent budget reductions, and will be updated for the December 7 meeting.**

Child Development Division's Quality Expenditures to Support Professional Development

LICENSE-EXEMPT PROVIDERS	LICENSED FAMILY CHILD CARE HOME PROVIDERS	TITLE 22 CENTER STAFF	TITLE 5 CENTER STAFF AND CA STATE PRESCHOOLS
California's Community Colleges and Institutions of Higher Education (Faculty Initiative Project and Demonstration Sites)			
Comprehensive Approaches to Raising Educational Standards (CARES) - First 5	Child Development Training Consortium (Permit Stipends, Career Incentive Grants, Professional Growth Advisors) CA Early Childhood Mentor Program and Child Development Teacher/Supervisor Grant Program		
	CARES - First 5	*CARES - First 5*	Training CalWORKs Recipients as CD Teachers
			Child Care Salary and Retention Incentive Program (AB 212)
		California Preschool Instructional Network and EL Support	
	Program for Infant/Toddler Care and Beginning Together (Inclusion of Infants/Toddlers with Disabilities)		
	Family Child Care at Its Best		
Public Broadcasting Preschool Education Project (For providers serving 3 and 4 year old children)			
Child Care Initiative Project (CCIP)-Outreach & Recruitment	CCIP- Retention and Capacity Building		
License-Exempt Provider Training			
Emergency Medical Services Authority (EMSA) Approved Pediatric Health and Safety Training			

For more information, see the Child Care and Development Fund Plan for California, Part V,
http://www.cde.ca.gov/sp/cd/re/documents/stateplan0809final.doc.

Family and Community Involvement and Education

- California has Child Care Resource and Referral (CCR&R) agencies in every county. These agencies counsel more than 200,000 families per year on child care choices, and 59 of the 61 CCR&R agencies also administer the Alternative Payment Program child care subsidies. CCR&R agencies are not funded or authorized to inspect or rate the quality of the settings available; their focus is on educating families on how to evaluate the quality of a center or home-based setting.
- The federal Head Start Program offers a long-standing model for family involvement, with funds to support family involvement and social services. Several state efforts, with substantially less financial support, also provide guidance on how to engage families in an early learning program. All of these efforts must take into account the time constraints of working parents and, to be successful, depend upon strategies that are appropriate to California's cultural and language groups.

Data Systems

- Efforts to track the effectiveness of dollars spent on early learning and care in improving child outcomes in California are hampered by the lack of a unique student identifier both for children attending programs and for staff participating in professional development. While the various agencies administering early learning programs collect a lot of data, for the most part, the data elements collected do not match, and therefore they cannot be used effectively to inform policy development, resource allocation, and research and evaluation.
- California is in the midst of implementing the California Longitudinal Pupil Achievement Data System (CALPADS), a longitudinal K-12 education data system that will include unique student identifiers (SSIDs). Currently, some local educational agencies (LEAs) provide SSIDs for young children in special education programs and for preschool children in programs the LEAs operate. Additional resources would be needed to pilot strategies and protocols for building a statewide system so that all preschool children receive SSIDs.
- California is also designing the California Longitudinal Teacher Integrated Data Education System (CALTIDES), with rollout scheduled for 2011-12. The Commission on Teacher Credentialing has already assigned Statewide Educator Identifiers for nearly all educators currently employed in K-12 schools, and there may be potential for incorporating early learning and care personnel.
- California's CCR&R agencies track the availability of center- and home-based early learning and care by age group, county, and zip code; and they produce a comprehensive, biannual statewide assessment of supply, demand, and affordability of early learning and care.
- Local Child Care and Development Planning Councils (LPCs) annually identify the zip codes in each county with the greatest unmet need for additional State Preschool and General Child Care programs. The data are used to guide the release of any new funds for

these state-contracted programs. LPCs are also required to conduct a five-year comprehensive needs assessment.

Funding

<mark>Again, this section does not reflect recent budget reductions and will be updated for the December 7 meeting.</mark>

Despite the deficiencies identified in funding and regulation, California does invests considerable resources in early learning and care programs and has a number of quality improvement initiatives under way (Maben, 2009). First, while there are insufficient funds to serve all the children eligible for publicly funded early care and education programs in California, more than $4 billion is currently spent on an array of state- and federally administered services in the state. The following tables show the number of programs, agencies, and estimated resources involved.

Access to Early Learning and Care Programs

Services	Early Learning and Care Programs
Community Colleges	▪ CalWORKs Stage 2 ▪ Lab Schools
Department of Education	▪ Special Education ▪ Title I ▪ Child Development Programs ▪ CalWORKs Stage 2 and Stage 3 ▪ Non-CalWORKs Alternative Payment Program
Department of Social Services	▪ CalWORKs Stage 1
First 5	▪ School Readiness Programs ▪ Power of Preschool
Head Start	▪ Early Head Start ▪ Head Start Programs
Department of Developmental Services	▪ Special Education

<mark>(Note:
Some of the information below is for 2008 and some for 2009. The chart is being revised and updated for the December 7 meeting.</mark>)

The table below summarizes the public funding for early learning and care services as of ___. Some children receive support from more than one source, so simply adding the numbers leads to a duplicated count. For example, many of the First 5 California funds are used to enhance the quality of existing State Preschool or other early learning and care programs.

Public Funding for Early Learning and Care Programs

Services	Children Served	Funding
Head Start Program	104,883	$841 M
Department of Education	495,426	$2.55 B
Department of Social Services	56,478	$504.4 M

Community Colleges	N.A.	$15 M
First 5	165,000	$111 M
Department of Developmental Services		

A matrix in Appendix G (CDE, 2009) shows the funding sources and maximum reimbursement rates for California's State Preschool, General Child Care, Family Child Care Networks, Migrant Child Development Program, CalWORKS Stages 2 and 3, Alternative Payment Program, First 5 Power of Preschool, and Head Start programs.

This section will also be updated for December 7 meeting

The CDE has worked to leverage state with federal investments in early childhood programs. Of particular note are the partnerships between Head Start and California's State Preschool Program. In 2008, Head Start's funded enrollment for preschool age children was 90,695, with an additional 7,652 infants and toddlers in Early Head Start, 5,928 in Migrant and Seasonal Head Start, and 608 in Tribal Head Start. Many of the agencies administering Head Start also administer State Preschool programs. Federal and state funds are combined to enhance the quality of services in some programs, or to provide extended days per year and/or hours per day.

Local Early Learning Quality Improvement Models in California

A complete assessment and analysis of the current status of the early learning and care infrastructure must focus on local and regional efforts as well as on statewide activities. A number of models for quality rating and improvement systems have already been implemented at the county level in California, as well as additional initiatives that support quality improvements without implementing a rating system.

First 5 California and local First 5 Commissions have invested in a number of initiatives that illustrate the local capacity and commitment to both QRIS and quality improvement system initiatives in California, including Power of Preschool (PoP) projects, School Readiness Programs, CARES professional development, and Special Needs Demonstration Projects. First 5 efforts build on the assumption that quality early learning and care programs are essential to birth to age five systems of care. Reaching quality in these programs requires integrating multiple systems and drawing on diverse funding streams.

The Los Angeles Universal Preschool Program is the largest local QRIS in California. Other models used locally in California include San Francisco's citywide preschool program and First 5 California PoP demonstration projects operating in seven other counties, the Steps to Excellence Program (STEP) in Los Angeles County, and United Way's Success by 6 Stair Steps to Quality in Orange County. Several regional quality improvement initiatives are also under way.

In 2003, First 5 California approved $100 million to establish the PoP Demonstration Program over a period of five to seven years in selected communities across the state. Designed not only to expand access but also to provide financial incentives to improve the quality of preschool, the PoP program can be viewed as a California-based pilot that offers many features of a tiered reimbursement system. First 5 California reimburses participating local First 5 commissions based on the number of spaces meeting certain quality requirements, including teacher education and program environmental quality measures (First 5 California, 2008).

Following First 5 California's Request for Applications (RFA), nine counties, led by their First 5 County Commissions, were awarded PoP demonstration grants. The projects, currently operating in eight counties—Los Angeles, Merced, San Diego, San Francisco, San Joaquin, Santa Clara, Ventura, and Yolo—are required to meet the First 5 California Quality Criteria, which include four overarching components: program, teacher staff, policy and fiscal items, and family partnerships.

First 5 Power of Preschool

The PoP Demonstration Program was established to "assist preschoolers in becoming personally, socially, and physically competent and effective learners who are ready to transition into kindergarten" (First 5 California, 2008). While these projects focus on the preschool age group, they illustrate many of the elements of a broader quality rating and improvement system:

- Standards for learning environment, teaching, personnel/staffing, family involvement, care of children with special needs, licensing status/compliance
- External assessments of environmental quality
- Several tiers/levels
- Provision for entry from multiple settings
- Tiered reimbursement

With an emphasis on evaluating, rewarding, and supporting programs, and on continuous quality improvement, the PoP projects may offer lessons for the development of a statewide system for children birth to age five.

In March 2008, about 9,600 children, mostly four-year-olds, participated in the PoP program. The nine counties reported 1,160 teachers participating in PoP programs. As part of an evaluation, all counties all developed data collection methods and submitted profiles detailing six aspects of their programs. The 2008 evaluation resulted in six major findings:

1. "Counties have dedicated staff committed to implementing high-quality preschool programs to the children and families in their designated service areas.
2. The First 5 PoP projects have three tiers – entry level, advancing, and full quality. More than 90 percent of the PoP teaching staff is already at the advancing or quality levels of the educational requirements. Previously, program developers assumed that the majority would start at the entry level and that it would take the full five years for teachers to reach the higher degree requirements.
3. The link between teacher qualifications and the reimbursement structure is critical. More study is needed on how to maximize this connection.
4. The importance of partners supporting program implementation appears to be essential. Recruitment and retention strategies need to be designed to encourage a variety of partners to support and participate in local preschool programs.
5. Collaboration with institutions of higher education is critical to program success. Counties that are actively engaged with local colleges and universities demonstrate multiple strategies that strengthen the PoP workforce within their counties.
6. Serving children in highest need areas is the appropriate strategy in establishing program implementation priority … This finding reflects the importance of PoP in continuing to give priority service to children in the highest need areas" (First 5 California, 2008).

PoP Program Structure: Three Levels or "Tiers" and Qualifications

Unlike most state-funded and federally funded early learning and care programs, the First 5 California reimbursement structure is not restricted to a single annual per child amount (First 5 California, 2008). Instead, First 5 California reimburses local participating commissions based on the quality of the preschool spaces; the rate structure is designed to increase incrementally with teacher qualifications and improvements in program scores on the Early Childhood Environmental Rating Scale (ECERS). The reimbursement rate also takes into account whether the space receives other private or public subsidies, such as from Head Start or the State Preschool Program (First 5 California, 2008).

For reimbursement purposes, First 5 classifies preschool spaces into: (i) *new or newly publicly funded space*—preschool spaces that were not previously receiving federal or state subsidies for the preschool portion of the day; and (ii) *improved publicly funded spaces*—subsidized spaces in existing early education programs, such as State Preschool or Head Start, under contract with and financed by the state or federal government for the preschool hours (First 5 California, 2008).

The highest PoP tier, or Full Quality Level, requires a lead teacher in the preschool classroom to have the equivalent of a BA, with specialized training in early learning and care or child development (CD). For the Advancing Level, the master teacher is expected to hold the equivalent to an AA. An Entry Level (Entry Level to First 5 Quality Criteria) program requires a master teacher to have a Teacher Permit (First 5 California, 2008). There are also progressive education requirements for the Assistant Teacher at each of the three PoP tiers.

In addition to teacher qualifications, First 5 California also requires PoP programs to meet other quality criteria, such as the ECERS-Revised (ESERS-R), which was designed to ensure the quality of the general preschool environment. For example, at the point of entry, a program has to achieve a score of "4" out of "7," with the eventual goal of an overall score of "5" out of "7" within 24 months. Throughout the program's participation in the demonstration project, it must maintain an average score of "3" on each of the sub-scales for the applicable environmental rating scale (First 5 California, 2008).

The maximum amount of funding reimbursable by First 5 California ranges from $800 for a new—or newly publicly funded—space that meets the Entry Level or Title 5 requirement to $1,200 for a new space that meets the Full Level of Quality requirements. These amounts represent enhancement funding provided at the state level to supplement local investments in the programs, not the full expenditure per child for the program. The table below outlines the educational requirements expected at the three quality levels and the amount of reimbursement First 5 California provides to each type of space in reference to the quality levels.

First 5 California Quality Criteria and Annual Reimbursement Rates

First 5 California	First 5 Quality Criteria	New Preschool Space (Annual Per Child Reimbursement)	Improved Preschool Space (Annual Per Child Reimbursement)
Entry Level to First 5 Quality Criteria (Title 5 Requirements)	**Master Teacher**: Teacher Permit (24 ECE/CD units including core courses and 16 General Education (GE) units) **Assistant Teacher**: Assistant Teacher Permit, or 6 units CD/ECE	$800	$250
Advancing Level to First 5 Quality Criteria	**Master Teacher:** Site Supervisor Permit (AA degree or 60 units with 24 ECE/CD units, including core courses and 16 GE units) **Assistant Teacher**: Associate Teacher Permit 12 units CD/ECE; 30 total units recommended	$1,000	$300
First 5 Level of Quality or Full Quality	**Master Teacher**: Program Director Permit (BA or higher, including 24 ECE/CD units and core course) **Assistant Teacher**: Site Supervisor Permit (AA or equivalent BA coursework; 24 units CD/ECE recommended)	$1,200	$350

SOURCE: *First 5 California Children and Families Commission (2008)*

Los Angeles Universal Preschool Program

The Los Angeles Universal Preschool (LAUP) Program, which also serves as one of the First 5 PoP Demonstration projects, represents the largest, longest-operating, locally administered early learning quality improvement system in California. Launched in March 2005 and funded by First 5 LA, LAUP currently supports preschools for nearly 9,000 4-year-olds in school-, center-, and family child care settings.

Under LAUP's 5-Star Quality Assessment and Improvement System, there are ratings for ratio and group size requirements, learning environment/program, staff qualifications and administration, staff stability and working conditions, and curriculum. A 3-Star LAUP rating is equivalent to the Entry Level under the First 5 PoP criteria; a 4-Star to the Advancing Level; and a 5-Star to the Full Quality Level.

The following table describes the requirements for each "star" or tier of the LAUP system.

LAUP 5-STAR QUALITY ASSESSMENT & IMPROVEMENT SYSTEM *
For Center-Based Preschools

STANDARD	THREE STAR QUALITY ASSESSMENT	FOUR STAR QUALITY ASSESSMENT	FIVE STAR QUALITY ASSESSMENT
REGULATORY COMPLIANCE HISTORY This is a comply/not comply standard applicable to all star levels.	• Holds a child care facility license. Is compliant with State child care licensing regulations, as determined by Community Care Licensing Division (CCLD). • Defined as: not on probation; no facility compliance plan; no documentation of a compliance conference; no civil penalties have been levied due to failure to correct deficiencies, or due to a child's injury. All Type A and B violations have been resolved. • Licensing records will be reviewed for the previous three years. • Record of fire inspection, CPR and First Aid trainings are current as required by Community Care Licensing Division (CCLD).		
RATIO AND GROUP SIZE REQUIREMENTS	Ratios: • 1 teaching staff per 8 children • At least 1 adult must qualify as a teacher (See Staff Qualifications & Administration) • If there are more than 18 children, one assistant must have 12 units of ECE (See Staff Qualifications & Administration) Group size: Minimum of 15 four-year-old children Maximum of 24 children	Ratios: • 1 teaching staff per 8 children • At least 1 adult must qualify as a teacher (See Staff Qualifications & Administration) Group size: Minimum of 15 four-year-old children Maximum of 24 children	Ratios: • 1 teaching staff per 8 children • At least 1 adult must qualify as a teacher (See Staff Qualifications & Administration) Group size: Minimum of 15 four-year-old children Maximum of 24 children * If center is NAEYC-accredited, may instead have a ratio of 1 teaching staff per 10 children and a maximum group size of 20.
LEARNING ENVIRONMENT/ PROGRAM	An overall average score of 4 or more on the Early Childhood Environment Rating Scale (ECERS) * Providers must meet minimal levels of quality on every subscale (i.e. no subscale score less than 3)	An overall average score of 5 or more on the Early Childhood Environment Rating Scale (ECERS) * Providers must meet minimal levels of quality on every subscale (i.e. no subscale score less than 3)	An overall average score of 6 or more on the Early Childhood Environment Rating Scale (ECERS) * Providers must meet minimal levels of quality on every subscale (i.e. no subscale score less than 3)

*This quality assessment scale serves three purposes: 1) to assist parents and providers in understanding the differences in quality in the system of early care and education; 2) to determine the amount of reimbursement for services; and 3) as the foundation for identifying training and technical assistance needs in order to improve program quality.

STANDARD	THREE STAR QUALITY ASSESSMENT	FOUR STAR QUALITY ASSESSMENT	FIVE STAR QUALITY ASSESSMENT
STAFF QUALIFICATIONS AND ADMINISTRATION	Director: Site Supervisor Permit ** - OR - AA (or 60 units) with 24 ECE/CD units including: Core courses - 16 GE units; 6 administration units; 2 adult supervision units. Plus 350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults.		
	Teaching Staff: Each classroom or group is staffed by at least 1 teacher who holds/qualifies** for a Child Development Teacher Permit	**Teaching Staff:** Each classroom or group is staffed by at least 1 teacher who holds/qualifies** for a Child Development Master Teacher Permit - OR - Has completed an AA in Child Development or AA with minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix	**Teaching Staff:** Each classroom or group is staffed by at least 1 teacher who holds a BA degree in ECE or BA/BS with a minimum of 24 ECE units including core courses listed under the Child Development Permit Matrix and at least 1 year teaching experience with preschool age group
	All other teaching staff: Hold/qualify** for a Child Development Assistant Permit (minimum). If there are more than 18 children, at least 1 assistant must have 12 units in ECE	**All other teaching staff:** Hold/qualify** for a Child Development Associate Teacher Permit	**All other teaching staff:** Hold/qualify** for a Child Development Teacher Permit
STAFF STABILITY AND WORKING CONDITIONS	• Paid time-off (sick, personal, vacation) • Release time for professional development activities • Paid preparation time and planning time • Plan for ongoing staff development • 6 staff meetings/year		
CURRICULUM	• A formal daily schedule (posted for parents) • Activity plans (posted) • A written philosophy statement (a written curriculum statement with a rationale for the program goals) • Assessment of children's developmental progress twice a year		

** If staff person qualifies for but does not hold the permit, then staff person must show proof of having applied for the permit.

LAUP was the first local program to use program reimbursement as a tool to provide incentives for quality improvement and, as such, served as a model for First 5 PoP. At a minimum, to qualify for participation in LAUP, programs must meet the existing Title 5 standards that govern state-funded State Preschool and General Child Care programs. Five-star or full-quality programs must have teachers with BA degrees, including courses in early childhood education/child development, and specialized training is also prescribed for assistant teachers.

Both LAUP and PoP criteria allow some time for improvement in scores on the ECERS. LAUP monitors compliance with program quality, facility and workplace standards through site visits, evaluation of star quality levels, review of provider records, review of parent participation, review of curriculum, and development of individualized quality improvement plans. LAUP offers technical assistance through Quality Support Coaches.
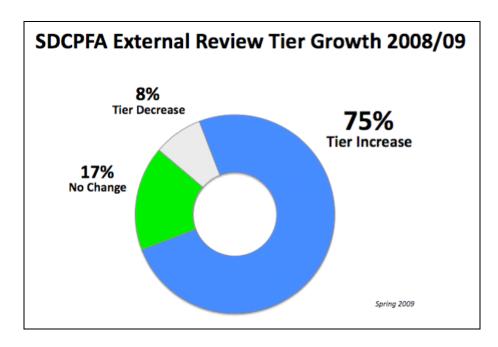
San Diego County Preschool for All

Based on its Preschool for All Master Plan, San Diego County initiated a major example of a QRIS in 2006. Funded by $30 million from First 5 San Diego County and serving as a POP as of March 2008, the program serves more than 3,000 preschool children and may be expanded to include children birth to age five. San Diego County has augmented the criteria used to evaluate the three quality levels PoP requires. While the county uses the ECERS and the Family Child Care Environment Rating Scale (FCCERS) to evaluate the preschool learning environment in Tiers 1 and 2, it uses the Classroom Assessment Scoring System (CLASS) to evaluate the highest tier.
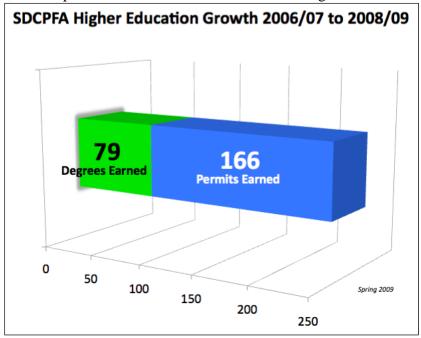
San Diego County Preschool for All's (SDCPFA) three-tiered system includes regulatory compliance, classroom environment ratings, and parent engagement, among other criteria. The county has identified four subcategories of "universal requirements," which all participating center-based providers are required to meet: regulatory compliance history, fiscal stability, curriculum, and inclusion. Six tiered subcategories are also rated: (1) learning environment, (2) adult/child ratio, (3) staff qualifications and administration, (4) staff development and support, (5) wrap-around services, and (6) engaging families as partners. SDCPFA provides resources and support to providers, which will result in tier increases over time.

Funds are used for facility improvements, materials and supplies, extra support staff, and professional development activities. Site supervisors, lead teachers, and instructional assistants receive stipends based on their educational level and the quality rating of their preschool sessions. Infrastructure funding pays for SDCPFA staff salaries and subcontractors.

Now in the fourth year of a five-year project, San Diego has evidence of improvements in program quality. Of 130 agencies submitting a letter of intent to participate in the first year of the program, only 16 met at least the minimum Tier 1 quality level. Three years later, 26 agencies participate with 215 preschool sessions serving more than 3000 children in parts of the county with the most significant achievement gap. Seventy-five percent of the preschool sessions funded increased quality by at least one full tier level compared to their first (baseline) review.

In addition, since 2006-07, 166 preschool instructional staff members earned a new early education permit, and 79 preschool instructional staff earned a degree.

San Diego County Preschool for All has developed an innovative tool to document child outcomes based on teacher observations using the Desired Results Developmental Profile-Revised (DRDP-R). Color-coding allows the teacher to easily see trends and use the data to inform instruction. In the sample below, low scores down a column show that the class may need more instruction in that indicator area, and low scores across a row tell the teacher that a child may need increased individualized support.

SDCPFA Classroom Trend Report:
Desired Results Developmental Profile – Revised (DRDP-R)
First Sixty Calendar Days of Preschool

Child	22: Number Sense: Understands Quantity and Counting	23: Number Sense: Math Operations	24: Shapes	25: Time	26: Classification	27: Measurement	28: Patterning
Teresa	1	2	3	1	2	2	2
John	1	3	2	2	2	1	2
Maria	2	2	3	2	3	4	3
Sam	1	2	2	1	2	2	2
Miriam	1	1	1	1	2	1	1
Jason	2	3	2	1	1	2	2
Renee	1	2	3	1	4	2	2
Dan	1	3	2	1	2	2	1

LEGEND:	Integrating 4	Building 3	Developing 2	Exploring 1

Spring 2009

Steps to Excellence Project

Another initiative in Los Angeles County is the Steps to Excellence Project (STEP). Unlike the PoP programs and LAUP, STEP is designed to be implemented in early care and education programs serving children birth to age five (Escobedo, 2009). STEP examines six areas of a child care program's operations that impact the quality of care and include:

- Regulatory compliance
- Teacher/child relationships
- Learning environment
- Identification and inclusion of children with special needs
- Staff qualifications and working conditions
- Family and community connections

STEP is being piloted in ten communities in Los Angeles County. As of September 2008, almost 200 family child care homes and child development centers had volunteered to participate in the Steps to Excellence Project. The Los Angeles Office of Child Care sponsors training and offer small quality improvement grants to help programs meet higher standards.

All programs participating in STEP will have a three-year history of substantial compliance with child care licensing and health regulations. Programs rated at STEP 1 will meet these basic regulations. Programs with scores of 2 and above will exceed basic regulations. As STEP scores increase, the educational standards for teachers and the number of teachers working with children will also increase. Programs with higher STEP scores will be more experienced in accessing community resources for families and in providing environments that support early learning and healthy emotional development of young children.

Regional Quality Improvement Initiatives

There are also significant regional initiatives to improve the quality of early learning and care programs.

In the San Francisco Bay Area, First 5 agencies in San Francisco, San Mateo, and Santa Clara, along with the San Mateo County Office of Education and WestEd, have collaborated on several aspects of the implementation of PoP demonstration projects in their counties. For example, First 5 San Francisco and First 5 San Mateo County collaborated on an evaluation of their PoP demonstration projects. The PoP implementers in the three counties have identified the following key elements of a QRIS: external assessments of program quality, professional development of teachers, early identification and intervention for children with special needs, investments in classroom enhancements, curriculum supports, and facilities development.

In the San Joaquin Valley, the Preschool Coordination and Alignment Project, funded by the David and Lucile Packard Foundation, has brought together county offices of education, school districts, and other stakeholders from the eight counties in the region to collect and coordinate information and expertise in preschool planning and implementation. The California Partnership for the San Joaquin Valley has incorporated preschool into its goals and objectives, and a key work group has changed its name from K-12 to PreK-12.

Finally, rural areas of the state encounter unique opportunities and challenges in improving the quality of early learning and care. With 40,000 children birth to age five in a region with more than 30,000 square miles, it is essential to develop non-traditional approaches to professional development of the workforce. In 2003, the Tehama County Office of Education was awarded the first Early Childhood Education Professional Development Grant in California. From 2003 to 2006 across a nine-county region, 24 online classes with community colleges and universities were developed, and 558 educators participated in a minimum of 100 hours of professional development. Many teachers advanced on the Child Development Permit Matrix, receiving AA, BA, and MA degrees.

Santa Clara County

The Santa Clara County Early Learning Master Plan initiative is a countywide initiative, led by the Santa Clara County Office of Education. This plan has been developed through a year-long planning and community engagement process involving school districts, early childhood providers and leaders, local colleges, business representatives, foundations, and community agencies and stakeholders. The plan is focused on supporting the development of children birth through 8 years of age. Strategic focus areas include articulation and alignment, data management, facilities, family engagement and leadership, quality, and workforce. Much of the work in the plan aligns with that of CAEL QIS. A primary scope of work for quality is to create a local QRIS based on best practices and recommendations that come from the Advisory Committee.

Implementation is currently under way. Working committees for each strategic area have been established, are meeting regularly, and have already begun to identify and achieve "early wins"

in the first year of implementation. A launch event celebrating the plan's completion is scheduled for November and will be sponsored by a local business partner.

The Early Learning Master Plan also serves as the early learning strategy for SJ2020, an initiative of the Santa Clara County Office of Education and the City of San Jose to eliminate the achievement gap in San Jose by 2020.

Orange County Department of Education

The Orange County Preschool Planning process builds on 35 years of the Orange County Department of Education (OCDE) leadership in the areas of child care and early childhood education. This work has been extensive, ranging from direct services for Orange County families and young children, to professional development programs for early childhood educators. OCDE coordinates several programs that specifically support early childhood educators in providing high-quality preschool and child care opportunities in Orange County, including:

- Orange County Child Care and Development Planning Council
- Early Intervention for School Success
- Services for Early Education and Development
- California Preschool Instructional Network
- Orange County Quality Improvement System

In February 2007, OCDE convened the Orange County Preschool Planning Collaborative (Collaborative) to increase the quality of preschool programs as well as access to preschool for families with the greatest need; improve the coordination between preschool and K-12 systems; and, maximize existing resources. During the Orange County preschool planning process, more than 200 stakeholders from all sectors of early childhood education participated in developing the Orange County Preschool Plan. Collaborative members participated in seven meetings over nine months. Six work groups were established, each of which developed goals and objectives for the key content domains of the plan. The work groups included Program Quality and Monitoring; Workforce/Professional Development; Parent and Community Engagement; Articulation and Coordination with K-12; Data; and Facilities. The resulting plan is action-oriented and prescriptive, laying out milestones and indicators of progress for two-, five-, and seven-year goals. The Collaborative continues to move forward in addressing these goals.

Since 2008, work with the David and Lucile Packard Foundation has expanded and improved articulation, advocacy, and universal quality of preschool programs for Orange County's young children. Building upon the efforts of the Collaborative, the work has gone beyond the scope of the preschool plan by reaching out to "key influential" community members, such as business leaders, legislators, and other key decision-makers to advocate for the importance of high-quality preschool as a priority for Orange County.

Fresno County

In January 2008, a cross-section of 20 Fresno County programs and agencies began the year-long process to review, research, and develop a QRIS that would build upon the current infrastructure of the early care and learing programs and easily evolve and align with the CAEL QIS report. The Fresno QRIS was designed for programs with children ages three to five, and future QRIS documents will address programs for children ages from birth to age two. A separate document will be created for family child care homes. The QRIS focuses upon improving outcomes for children and reducing Fresno County's school readiness gap by improving the quality of these programs. Additionally, meeting the needs of English learners and children with special needs is infused throughout the program quality concepts.

Fresno County is committed to increasing access and quality to early learning and care programs for the children and families in Fresno County; therefore, a QRIS document that would be the resource guide for center-based programs was created, focusing on the review of seven strands:

- Regulatory compliance; teacher/child ratios; learning environments and relationships; identification and inclusion of children with special needs; qualifications and working conditions for staff; and family and community connections.

In the past year, the QRIS was presented to over 800 early learning and care college students, providers, and community members for feedback. The providers represented family child care homes, state-funded, federally funded, faith-based and nonprofit agencies. In addition, information on the QRIS document was presented on a local television station and at community fairs to inform parents. The final draft was completed in June 2010. For the fiscal year 2010-11, the Fresno County QRIS will be piloted at three sites with technical assistance and professional development to be provided in CLASS, ECERS, the California *Framework* and *Foundations*, and working with children with special needs. Six trained early learning and care experts will visit each pilot site a minimum of four times for a pre- and post-assessment and two technical assistance visits to increase quality based upon the initial assessment of the QRIS using the CLASS and ECERS instruments. The successful pilot implementation of the QRIS is largely due to the collaboration between Fresno County Office of Education, Madera County Office of Education, California Preschool Instructional Network, Fresno City College Child Development Program, New Life Discovery Center, and West Part state-funded preschool programs.

Quality Rating and Improvement Systems in Other States

Since 2000, approximately half of the states in the U.S., plus the District of Columbia, have adopted Quality Rating and Improvement Systems (QRIS) or begun piloting such systems. The table below lists statewide QRISs by length of implementation (Tout et al, 2010). Some states, such as New York, have begun piloting systems since the data for this table were collected.

Statewide Quality Rating Systems

#	States*	Name of QRIS	Implementation Year
	Implementing QRIS for More Than Five Years		
1	Colorado	Qualistar Rating System	2000
2	District of Columbia	Going for the Gold	2000
3	Indiana	Paths to QUALITY	2001
4	Kentucky	Stars for Kids Now	2001
5	Maryland	Maryland Child Care Tiered Reimbursement	2001
6	*Missouri**	*Missouri Quality Rating System*	*2003*
7	*Montana***	*Star Quality Child Care Rating System*	*2002*
8	New Mexico	Look for the Stars	1999
9	North Carolina	North Carolina Star Rated License System	1999
10	Oklahoma	Reaching for the Stars	1998
11	Pennsylvania	Keystone STARS	2002
12	Tennessee	Star-Quality Child Care Program	2001
13	Vermont	Step Ahead Recognition System-STARS	2003
	Implementing QRIS Less Than Five Years		
14	Iowa	Iowa Quality Rating System	2006
15	*Mississippi**	*Mississippi Child Care Quality Step System Pilot*	*2006*
16	New Hampshire	New Hampshire Quality Rating System	2006
17	Ohio	Step Up to Quality	2006
18	Oregon	Child Care Quality Indicators Project	2006
19	Delaware	Delaware Stars for Early Success	2007
20	Illinois	Quality Counts	2007

21	Louisiana	Quality Start Child Care Rating System	2007
22	Maine	Quality for ME	2007
23	*Minnesota**	*Parent Aware*	*2007*
24	*Virginia**	*Virginia Star Quality Initiative*	*2007*

Source: Adapted from Exhibit ES.1: Quality Rating Systems included in the Compendium (Tout et al., 2010).
Note: Blue, underlined font indicates those states that were included in the National Child Care Information and Technical Assistance Center's 2009 Analysis of QRIS initiatives.
*Mississippi, Minnesota, and Virginia were undergoing pilots when the Compendium report was published.
**As of October 2009, Missouri was not actively operating a statewide QRIS pilot due to lack of funding. Counties can participate if they have funding available.
***Montana was not included in the Compendium report because the QRIS was undergoing a major revision during the time of data collection.

Current state QRIS have several common elements: standards, accountability measures, program and practitioner outreach and support, financing incentives, and parent and consumer education. Other states have taken the following steps:

- Conducted a pilot and had the training for the rating infrastructure in place before implementing the quality rating system statewide.
- Set clear standards from the outset for the rating system.
- Used environmental rating scales as a core element of the QRIS, although they can be expensive to administer.
- Determined who should conduct the quality ratings, recognizing that this is a key decision.
- Accompanied ratings with financial incentives and technical assistance, given that participation in most QRIS is voluntary, and that providers are taking some risk to be rated.

According to the National Child Care Information and Technical Assistance Center's 2009 analysis of 18 of these statewide QRIS initiatives, the QRISs have several common elements: standards; accountability measures; program and practitioner outreach and support; financing incentives; and parent/consumer education (Cohen, 2009).[1]

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[1] The National Child Care Information and Technical Assistance Center's analysis of QRIS initiatives is limited to the 18 states that had QRISs at the time the Center's analysis was conducted. Mississippi, Oregon, and Illinois were not included in this analysis.

Family/Consumer Education

States have creatively publicized and educated families about how to use a QRIS. Some of the strategies states have used include posting quality rating symbols, creating child care resource and referral agencies to publicize ratings, and conducting public awareness campaigns.

Program and Practitioner Outreach and Support

Outreach for participation in a QRIS sometimes involves orientation sessions and staff specifically dedicated to outreach. Some states provide technical assistance, such as mentoring and coaching or helping providers become accredited. States also provide professional development and training for center staff, which might include college courses leading to degrees. Finally, some states have also instituted compensation awards and bonuses or tiered reimbursement policies to reward quality programs or practitioners.

Eligibility

One of the key decisions of a QRIS is to determine which programs will participate. As shown in the table below, all statewide QRISs include center-based programs, and all but one include Head Start/Early Head Start programs. All but Louisiana and Mississippi include licensed family child care programs. Only two statewide programs include unlicensed home-based providers.

Program participation ranges from 7 percent in New Hampshire to 100 percent of licensed settings several states.

Types of Programs Eligible to Participate in Statewide QRISs

State	Center-based Programs	Head Start/Early Head Start	Pre-Kindergarten Comprehensive Early Childhood Programs	Licensed Family Child Care	Unlicensed Home-based Providers	School-aged Programs	Percent of Programs that Participate
Colorado	X	X	X	X			~20%
Delaware	X	X	X	X		X	8%
District of Columbia	X	X		X			~50-60%
Illinois	X			X	X	X	Not available

Indiana	X	X		X		X	Not available
Iowa	X	X	X	X		X	18%
Kentucky	X	X	X	X		X	26%
Louisiana	X	X	X				34%
Maine	X	X		X		X	Not available
Maryland	X	X		X		X	Less than 2%
*Minnesota**	*X*	*X*	*X*	*X*			*11%*
Mississippi	*X*	*X*					*19%*
*Missouri****	*X*			*X*		*X*	*N/A*
*Montana*****	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*
New Hampshire	X	X		X		X	7%
New Mexico	X	X	X	X	X		69%
North Carolina	X	X	X	X		X	100% of licensed programs
Ohio	X	X	X	X		X	24% of licensed programs in state
Oklahoma	X	X	X	X		X	100% of licensed programs
Oregon	X	X	X	X		X	100% of programs operating for at least a year
Pennsylvania	X	X	X	X		X	60%

Tennessee	X	X	X	X		X	100% of licensed centers, family and group home providers
Vermont	X	X	X	X		X	24% (10% of licensed homes; 46% of licensed centers)
Virginia*	*X*	*X*	*X*				*10% (of approximately 2,500 licensed facilities in the state.)*

Source: Adapted from Table 3.1: Quality Rating Systems included in the Compendium and Table 3.3: Quality Rating System Program Participation Numbers and Density (Tout et al., 2010).

*Mississippi, Minnesota, and Virginia were implementing pilots when the Compendium report was published.

**As of October 2009, Missouri was not actively operating a statewide QRIS pilot due to lack of funding. Counties can participate if they have funding available.

***Montana was not included in the Compendium report because the QRIS was undergoing a major revision during the time of data collection.

Standards

Statewide QRISs include different quality categories, which are listed in the table below:

Types of Quality Categories for Child Care Centers in Statewide QRISs

State	Licensing	Ratio and Group Size	Health and Safety	Curriculum	Environment	Child Assessment	Staff Qualifications	Family Partnership	Administration and Management	Cultural/ Linguistic Diversity	Accreditation	Provision for Special Needs	Community Involvement
Colorado	X	X			X	X	X	X			X		
Delaware	X			X	X	X	X	X	X		X	X	X

District of Columbia	X			X	X		X	X	X		X		
Illinois	X				X		X	X	X		X		X
Indiana	X			X	X		X	X	X	X	X	X	
Iowa	X	X	X		X		X	X	X		X		
Kentucky	X	X			X		X	X	X		X		
Louisiana	X	X			X	X	X	X	X	X			X
Maine	X			X	X	X	X	X	X		X		
Maryland	X				X		X	X	X		X		
*Minnesota**	*X*		*X*	*X*	*X*	*X*	*X*	*X*			*X*		
*Mississippi**	*X*			*X*	*X*	*X*	*X*	*X*	*X*				
*Missouri***	*X*			*X*	*X*		*X*	*X*	*X*		*X*		*X*
*Montana****	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*
New Hampshire	X			X	X		X	X	X		X	X	
New Mexico	X	X		X	X	X	X	X	X	X	X	X	
North Carolina	X	X		X	X		X	X	X	X		X	
Ohio	X	X		X		X	X		X		X		
Oklahoma	X		X		X		X	X	X		X		
Oregon	X	X					X		X		X		
Pennsylvania	X		X	X	X	X	X	X	X	X	X		X
Tennessee	X	X			X		X	X	X		X		
Vermont	X				X		X	X	X		X	X	X
Virginia**	X	X			X		X	X				X	

Source: Adapted from Table 4.5 and 4.6: Inclusion of Quality Categories for Child Care Centers in Quality Rating Systems (Part 1 & 2) (Tout et al., 2010).
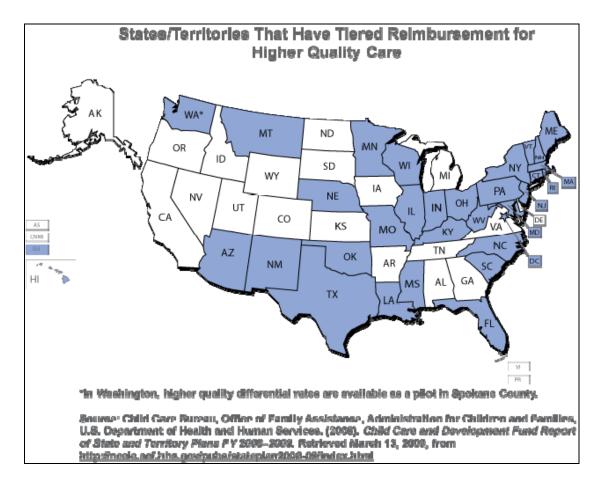
*Mississippi, Minnesota, and Virginia were implementing pilots when the Compendium report was published.

**As of October 2009, Missouri was not actively operating a statewide QRIS pilot due to lack of funding. Counties can participate if they have funding available.

***Montana was not included in the Compendium report because the QRIS was undergoing a major revision during the time of data collection.

Types of Quality Categories for Family Child Care in Statewide QRISs

State	Licensing	Ratio and Group Size	Health and Safety	Curriculum	Environment	Child Assessment	Staff Qualifications	Family Partnership	Administration and Management	Cultural/ Linguistic Diversity	Accreditation	Provision for Special Needs	Community Involvement
Colorado	X	X			X		X	X			X		
Delaware	X			X	X	X	X	X	X			X	X
District of Columbia	X				X		X	X			X		
Illinois	X				X		X	X			X		X
Indiana	X			X	X		X	X	X	X	X	X	
Iowa	X		X		X		X	X	X		X		
Kentucky	X	X			X		X	X	X		X		
Louisiana†													
Maine	X			X	X	X	X	X	X		X		X
Maryland	X				X		X	X			X		
*Minnesota**	*X*		*X*	*X*	*X*	*X*	*X*	*X*			*X*		
*Mississippi†**													
*Missouri**	*X*			*X*	*X*		*X*	*X*			*X*		
*Montana****	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*	*Not available*
New Hampshire	X			X	X		X	X	X		X	X	
New Mexico	X	X		X	X	X	X	X	X		X		
North Carolina	X	X		X	X		X	X	X				
Ohio	X	X		X		X	X		X		X		
Oklahoma	X		X		X		X	X	X		X		
Oregon	X	X					X				X		
Pennsylvania	X		X		X	X	X	X	X		X	X	X
Tennessee	X				X		X	X	X		X		
Vermont	X				X		X	X	X		X	X	X
*Virginia†**													

Source: Adapted from Table 4.7 and 4.8: Inclusion of Quality Categories for Family Child Care in Quality Rating Systems (Part 1 & 2) (Tout et al., 2010).
†Louisiana, Mississippi, and Virginia do not include family child care programs in their quality rating structures.
*Mississippi, Minnesota, and Virginia were implementing pilots when the Compendium report was published.
**As of October 2009, Missouri was not actively operating a statewide QRS pilot due to lack of funding. Counties can participate if they have funding available.
***Montana was not included in the Compendium report because the QRS was undergoing a major revision during the time of data collection.

Financing Incentives

States utilize financing incentives in several different ways, including tiered reimbursement rates, quality bonus payments and incentives, contracts, quality grants, scholarships, and wage supplements. The following map indicates, in the darker blue shading, the states that have tiered reimbursement. However, not all of these states have a QRIS.

States/Territories That Have Tiered Reimbursement for Higher Quality Care

*In Washington, higher quality differential rates are available as a pilot in Spokane County.

Source: Child Care Bureau, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services. (2008). *Child Care and Development Fund Report of State and Territory Plans FY 2006–2009*. Retrieved March 13, 2008, from http://nccic.acf.hhs.gov/pubs/stateplan2006-09/index.html

Early Childhood Policy Research created a matrix of QRIS financial incentives provided in each of the 18 states included in National Child Care Information Center's (NCCIC's) analysis, which concisely describes the following aspects of each QRIS (Mitchell, Kerr, & Armenta, 2008):
- QRIS structure
- Participation rate
- Quality grants, bonuses, and awards
- Tiered subsidy reimbursements
- Loans linked to QRIS
- Scholarships
- Wage supplements
- Tax credits

For example, provider participation in QRISs varies widely. In North Carolina, 100 percent of licensed programs participate because a licensed program automatically obtains one star. In Ohio, 12 percent of licensed programs have been rated, and 3 percent are awaiting a rating. In Pennsylvania, 70 percent of centers participate, as well as 30 percent of family child care homes.

Quality grants and tiered subsidy reimbursements also vary greatly:

- In North Carolina, the maximum quality grant per center, depending on points earned and number of children enrolled, is $3,000 per center. Tiered reimbursement rates are determined for each star level and vary by county.
- In Pennsylvania, STARS Support Awards are available for programs that have just begun to participate in the QRIS. Start with STARS is a one-time award, ranging from $315 for a family child care home serving one subsidized child to up to $6,300 for a very large center with at least 26 percent of the children enrolled receiving subsidized care. For programs at STAR 2 or higher, the state adds a subsidy to the standard per-child daily reimbursements (e.g., $.50 per day more for children in a STAR 2 program, and $2 per day more per child in a STAR 4 program).

Finally, several states offer wage supplements linked to their QRISs. In North Carolina, salary supplements are tied to the education level of the recipient, the position held, and the program's tier level. In Pennsylvania, education and retention awards are available to staff who have worked for a minimum of 12 months in the same program, provided at least 5 percent of the children enrolled are publicly subsidized. For a director with a BA degree in early learning and care, award amounts range from $3,090 in a STAR 2 center to $4,120 in a STAR 4 center.

Statewide System Funding

As shown in the table below, the funding for statewide QRISs vary.

Statewide QRIS Funding for Most Recent Fiscal Year

	Overall Funding	Quality Improvement Funding	Evaluation Funding	Administration Funding
Colorado	$1,281,300			
Delaware	Information not available			
District of Columbia	Child Care Development Fund- $1,041,100; Local funds-$265,100			
Illinois	Information not available	IDHS paid approximately $7.3 million in CCAP quality add-ons in FY09 for QRS.		
Indiana	Information not available (QRS was incorporated into existing work).	$750,000 per year for outside raters	$200,000 for year 2008 to 2012	

Iowa	$1,680,288	$650,000		$70,000
Kentucky	$2,543,047	$242,780	$250,000	$561,237
Louisiana	Information not available	Quality Start Tiered Bonus Payments - $206,633.89. Tulane contract for ERS assessments and mental health consultations - $2,447,928; LA Pathways $386,100, scholarships - $636,426. School Readiness Tax Credit-state funds – possible $3,273,574.	N/A	Information not available
Maine	Information not available			
Maryland†	Approximately $6,000,000			
*Minnesota**	*$2,734,476*	*$471,397*	*$431,000*	*$1,571,942*
*Mississippi**	*$1.5 million*	*Information not available*		*$1.5 Million (for Resource & Referral and Early Learning Guidelines)*
*Missouri***				
*Montana***	*Information not available*			
New Hampshire	$500,000 for licensed plus and $180,000 for nationally accredited programs	Information not available	N/A	Information not available
New Mexico	$1,003,760			
North Carolina	$3.1 million			3.1 Million CCDF (The only specified funding for the QRS is the amount in the contract for the rating scale observations).
Ohio	$17,000,000	$16,000,000	$216,000	$1,000,000
Oklahoma†	Funding for QRIS not tracked separately; $179,870,942 on all child care subsidies, licensing, quality ratings, and quality improvements	$12,134,036	Not available	$2,725,684
Oregon	$1,999,000	$1,667,000 (EQUIP projects)	$69,152	$252,800
Pennsylvania	$79,300,000	$54,600,000	$1,400,000	$23,300,000

Tennessee	$44 million	$3.7 million for program assessments, $9.4 million for provider quality supports, training, technical assistance, $18 million for Star Quality bonuses	N/A	$3.3 million for research and data; $9.6 million for licensing
Vermont	Child Care Development Fund: $1.2 million - includes enhanced "quality factor" payments to providers for services; Private Foundation Funding: $50,000 for 1-3 star level bonuses; State: $60,000 for 4-5 star level bonuses	$45,000 for legislative allocation and sale of license plates	Information not available	$116,000
Virginia*	*$1.2 million*			

Source: Taken from the Child Care Quality Rating System (QRS) Assessment Study State Profiles.
† The overall funding amount for Maryland and Oklahoma covers more than the QRIS. For example, Oklahoma spends a total of $179,870,942 on child care subsidies, quality ratings, and quality improvements. But funding for QRIS is not tracked separately.
*Mississippi, Minnesota, and Virginia were undergoing pilots when the Compendium report was published.
**As of October 2009, Missouri was not actively operating a statewide QRS pilot due to lack of funding. Counties can participate if they have funding available.
***Montana was not included in the Compendium report because the QRS was undergoing a major revision during the time of data collection.

Statewide Rating Structures

The quality rating structure differs among states. *Building block rating systems*, which are used in 12 states with statewide systems, require that all standards in a level must be met to move to the next level. In contrast, in *point systems*, used by three states, standards are assigned point values that are then added to determine ratings. Three states use a combination of building blocks and points to determine quality ratings. Two of these states have alternative rating structures. Oregon's system gathers information regarding quality but does not use ratings. New Hampshire's quality rating structure also does not include ratings; instead, programs must meet certain standards to reach the two tiers above licensing.

Rating Structure of Statewide Quality Rating Structures

State	Building Blocks	Points	Combination	Other
Colorado		X		
Delaware	X			
District of Columbia	X			
Illinois	X			
Indiana	X			
Iowa			X	
Kentucky	X			

Louisiana			X	
Maine	X			
Maryland	X			
*Minnesota**		*X*		
*Mississippi**	*X*			
*Missouri***			*X*	
*Montana****	*Not available*	*Not available*	*Not available*	*Not available*
New Hampshire				X
New Mexico	X			
North Carolina		X		
Ohio	X			
Oklahoma	X			
Oregon				X
Pennsylvania	X			
Tennessee			X	
Vermont		X		
*Virginia**		X		

Source: Adapted from Table 4.1: Quality Rating System by Rating Structure (Tout et al., 2010).
*Mississippi, Minnesota, and Virginia were implementing pilots when the Compendium report was published.
**As of October 2009, Missouri was not actively operating a statewide QRIS pilot due to lack of funding. Counties can participate if they have funding available.
***Montana was not included in the Compendium report because the QRIS was undergoing a major revision during the time of data collection.

Challenges

Five of the states that "pioneered" QRIS systems (Colorado, North Carolina, Ohio, Oklahoma, and Pennsylvania) faced a number of challenges in implementing the systems (Zellman and Perlman, 2008). These challenges include:

- *Getting started:* Ohio had problems with getting the training for the rating infrastructure in place; without it, providers became frustrated. In Pennsylvania, some felt it would have been better to start with a pilot in one or two geographic areas rather than randomly selecting providers to participate.
- *Setting the level of standards:* Due to the relatively low quality of programs when the QRIS systems were introduced, some states were reluctant to set standards too high for fear that very few providers would participate. However, when the states began to raise the bar, providers justifiably complained that they had signed on to participate in a system defined by a given set of standards, and then, after they reached them, the standards were raised. States also had difficulty deciding how to make improvement "steps" comparable in difficulty.
- *Determining which standards to include:* Environmental Rating Systems (ERSs) are valuable because they are objective measures. However, they are expensive to administer and require costly validation and revalidation of raters. The system must balance

investments in the ratings with investments in technical assistance and incentives to help providers improve. Also, some potential QRIS components, such as family involvement, present challenges because there are no generally accepted measures that meet psychometric criteria.

▪ *Determining rating frequency:* Frequency of ERS ratings varies, from every other year in Colorado to once every three years in North Carolina. In Oklahoma, licensing inspectors check programs for compliance with ERS ratings three times per year, although the assessments themselves are only conducted every four years. Frequent ratings are costly, and there may not be enough trained assessors. In addition, too long a lag between assessments may make providers feel "stuck" with a rating that they feel is out of date.

▪ *Deciding who conducts ratings:* It may appear most efficient to assign the task of conducting the quality ratings to the same licensing staff who inspect the health and safety of programs, but the tasks may require somewhat different skills and certainly different training. At a minimum, it may be important to separate the tasks of ratings from the coaching to improve ratings.

▪ *Financing incentives and supports:* All five "pioneer" states provide financial incentives to support quality improvement, including subsidy payments that increase with higher quality ratings (tiered reimbursement), staff scholarships, and other professional development programs. Providers are taking some risk in being rated at all (i.e., the risk of obtaining a low rating), and mechanisms must be in place to help them improve. That said, all states struggle with financing the system supports. Effective financing may include not just raising or identifying new funds, but aligning with other programs, such as Head Start or pre-kindergarten, so that some of the resources associated with those programs can contribute to the QRIS rating and quality improvement efforts.

Administrative Agencies

The vast majority of statewide QRISs are administered by state agencies. For example:

- The North Carolina Department of Health and Human Services Division of Child Development leads the state's Star Rated License System.
- Pennsylvania's Office of Child Development and Early Learning implements Pennsylvania's Keystone STARS.
- The Illinois Department of Human Services runs the state's Quality Counts program;
- Maine's Department of Health and Human Services, Early Care and Education Division, administers Maine's Quality for ME.
- The Child Development Division of the Department for Children and Families of the Agency of Human Services administers that state's QRIS.
- The Office of the State Superintendent of Education in the District of Columbia administers Going for the Gold Tiered Rate Reimbursement System.

An exception is Colorado's QRIS, which is administered by Qualistar Early Learning, a private, nonprofit agency.

Rating Structure of Statewide QRISs

State	State Agency	Non-Profit Agency	Combination
Colorado		X	
Delaware	X		
District of Columbia	X		
Illinois	X		
Indiana	X		
Iowa	X		
Kentucky	X		
Louisiana	X		
Maine	X		
Maryland	X		
Minnesota*	*X*		
Mississippi*	*X*		
Missouri**		*X*	
Montana***	*Not available*	*Mot available*	*Not available*
New Hampshire	X		
New Mexico	X		

North Carolina	X		
Ohio	X		
Oklahoma	X		
Oregon	X		
Pennsylvania	X		
Tennessee	X		
Vermont			X
*Virginia**			X

Source: Adapted from Table 3.5: Quality Rating System and Administrative Entity (Tout et al., 2010).

*Mississippi, Minnesota, and Virginia were implementing pilots when the Compendium report was published.

**As of October 2009, Missouri was not actively operating a statewide QRIS pilot due to lack of funding. Counties can participate if they have funding available.

***Montana was not included in the Compendium report because the QRIS was undergoing a major revision during the time of data collection.

Evaluation

Zellman and Perlman (2008) interviewed key stakeholders in the five states currently implementing early childhood QRISs. The researchers explored four aspects of each state's QRIS: the theory of action, structure, development, and challenges and lessons learned in design and implementation. All five QRISs measured staff training and education and classroom or learning environment, but measurement of other aspects of the system varied.

Interviewees generally believed that their QRISs have had a positive impact, providing objective information to parents about the quality of programs, making providers more aware of what it takes to get a good rating, creating more accountability, and promoting greater public investments in quality improvement (Zellman, Perlman, Le, & Setodji, 2008).

RAND Recommendations

Based on the above findings, Zellman and Perlman (2008) make the following recommendations for developing and refining QRISs:

Precursors to a Successful QRIS

- Obtain adequate funding in advance and decide how it will be spent.
- Garner maximum political support for a QRIS.

System Development Process

- Conduct pilot work, if possible, and make revisions to the system before it is adopted statewide.
- Limit changes to the system after it is implemented.

What Should QRISs Include?

- Minimize the use of self-reported data as part of the QRIS.
- Ideally, integrate licensing into the system.
- Use ERSs flexibly by incorporating both self-assessments and independent assessments at different levels of the QRIS.
- Do not include accreditation as a mandatory system component.
- Develop multiple levels.

Quality Improvement

- Create a robust quality improvement process.
- Separate raters and quality improvement support personnel.
- Start public-awareness campaigns after the system is in place; these campaigns are important and need to be ongoing.

Evaluate the Effectiveness of the QRIS

- Support research on systems and system components.

Expanded Description of the Rating Structure and Support Services for Quality Improvement

Elements of the Rating Structure

The following subsections provide additional policy considerations for the Early Learning Advisory Council (ELAC) as well as detail on the elements of the QRIS presented in the main body of the report.

Ratios and Group Size

Additional considerations for future improvement to policy and operations through the ELAC include:

- Review Title 22 licensing criteria to resolve complications with family child care home (FCCH) staff-child ratios. The required staff-child ratio in small FCCH, for example, is both complicated to interpret and nearly impossible to monitor. Also, in amending licensing criteria, reviewers could consider developing a common definition for infants and toddlers and changing Title 22's definition of "toddler" to 18 to 36 months.
- Reinstate annual visits for community care licensing for Centers, and indicate that licensing visits of FCCH should occur every two years.
- Recommend health and safety training (first aid, safety, CPR) every two years, moving to annual, because safety is a primary issue.
- Maintaining the Title 22 ratio/group size requirements assumes increased staff qualifications to improve program quality.
- Center-based programs also assume increased staff qualifications with no change in Tiers 3 through 5 to Ratio and Group Size criteria for preschool-age children.

Centers

The Advisory Committee's recommendations for staff-child ratios are generally consistent with current state licensing and program standards, and the emphasis is placed on the recommendations to strengthen teacher and provider education requirements. As indicated in the following table, the Advisory Committee recommends building on the existing Title 22 and Title 5 standards for staff-child ratios, aiming toward NAEYC and PITC-recommended staff-child ratios for infants in the highest two tiers.[1] All five tiers would now have a limitation on group size.

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[1] The Program for Infant Toddler Care (PITC) (2010) recommends primary care ratios of 1:3 or 1:4, in groups of 6 to12 children, depending on the age of the child.

Age Groups[1], Ratios[2] and Group Size[3]: Center-based Programs

Age Group	Tier 1		Tier 2		Tier 3		Tier 4		Tier 5	
	Ratio	*Group Size*	*Ratio*	*Group Size*	*Ratio*	*Group Size*	*Ratio*	*Group Size*	*Ratio*	*Group Size*
Infant	4:1	12	4:1	12	3:1	12	3:1	12	3:1	9
					4:1	8	4:1	8		
Toddler	4:1	12	6:1	12	4:1	12	4:1	12	4:1	12
	0-24 months		18-30 months		18-36 months		18-36 months		18-36 months	
Preschool	12:1	24	12:1	24	8:1	24	8:1	24	8:1	24
					10:1	20	10:1	20	10:1	20

[1]Notes about age groups:
- *Title 22 defines "Infant" as (birth to 24 months and "Preschool" as 24-60 months. However, Title 22 also provides a Toddler option of 18-30 months.*
- *Title 5 defines "Toddlers" as 18 to 36 months.*

[2]Notes about ratios (the number of children per teacher):
- *If programs exercise the Toddler option under Title 22, they would be allowed to have a 6:1 ratio for toddlers and a group size of 12.*

[3]Notes about group size (Group size is the number of children assigned to a caregiver or team of caregivers.)
- *Group size for infants in Tiers 3 and 4-- and for all age groups in tier 5 -- indicate the maximum number to be allowed in an individual classroom.*
- *Group size for infants in Tiers 1 and 2, and for toddlers and preschool in tiers 1 to 4, may apply to "well-defined spaces" in a larger room.*
- *In Tiers 3-5, programs would either have to meet the Title 5 requirements, or a research-based alternative of 10:1 and group size of 20, with the latter assuming higher educational qualifications.*

Family Child Care Homes

The Advisory Committee approved using current Title 22 licensing criteria as QRIS ratio and group size criteria for FCCH. The following table details the ratio and group size required for FCCH.

Age Groups, Ratios, and Group Size:
Family Child Care Homes

Ratios and Group Size - FCCH	Small FCCHs	Large FCCHs
Infant* **Toddler*** **PreK*** **School-Age*** *per AB 529, Chaptered 744, Statutes of 2003	1:4 infants including own children under 10 years of age **OR** 1:6 children, no more than 3 of whom are infants, including own children under 10 years old **OR** 1:8 if all conditions are met -At least 1 child is enrolled and attending kindergarten or elementary* and a second child is at least 6 years old -No more than 2 infants are cared for when caring for more than 6 children, -Licensee notifies all parents, and - Licensee obtains written consent of property owner.	2:12 if no more than 4 infants including licensee's and attendant's children under 10 years old **OR** 2:14 if all conditions met: -At least 1 child is enrolled and attending kindergarten or elementary* and a second child is at least 6 years old, -No more than 3 infants are cared for when caring for more than 12 children, -Licensee notifies all parents, and -Licensee obtains written consent from property owner.

Teaching and Learning

The primary additional consideration for ELAC related to the teaching and learning quality element is the potential development of a California-specific early learning and care quality rating tool.

In the meantime, the Advisory Committee recommends using *the Early Learning Foundations and Frameworks* as a proxy or key indicator for developmentally, culturally, linguistically appropriate curriculum. In addition, the proposed QRIS should use the Environmental Rating Scales (ERS), Classroom Assessment Scoring System (CLASS) and the Program Assessment Rating Scales (PARS) to assess programs at various tiers.

The following table indicates the rating score needed on the relevant existing assessment tools at each tier of the QRIS.

Teaching and Learning Element

	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Use "ECERS Family" as the tool (ITERS-R, ECERS-R, FDCRS) **Use CLASS (for centers) or PARS (for FCCH) to measure teacher/child interactions at Tiers 3, 4 & 5**	**Facilitated Self-Assessment** *Includes a one-on-one facilitated training after self-assessment completed.* *No requirement for score level.*	**Facilitated Peer-Assessment** *Includes a one-on-one facilitated training after peer-assessment completed.* *No requirement for score level.*	**Independent Assessment** *All subscales completed and averaged to meet overall score level of 4.0.* *Self Assessment with CLASS (centers) or PARS (FCCH) measure teacher/child interactions in alternating rating periods.*	**Independent Assessment** *All subscales completed and averaged to meet overall score level of 5.0.* *Plus CLASS (centers) or PARS (FCCH) to measure teacher/child interactions in alternate rating periods.*	**Independent Assessment** *All subscales completed and averaged to meet overall score level of 6.0.* *Plus CLASS (centers) or PARS (FCCH) to measure teacher/child interactions in alternate rating periods.*
Integrate Infant/Toddler & Preschool **Foundations/ Frameworks integrated into the program as measured by the education plan**	Awareness (have a copy and receive orientation on Foundations and Frameworks) Education Plan: *Program philosophy statement*	Exploring Integration of the Foundations and Frameworks Education Plan: *A developmentally, culturally, linguistically appropriate curriculum*	Developing competency in Integrating Foundations and Frameworks Education Plan: *Social, emotional, cognitive, and physical domains in:* *Lesson plans linked to developmentally, culturally, linguistically appropriate child assessments.* *Professional development plan for Foundations and Framework*	Building competency in Integrating Foundations and Frameworks Education Plan: *Social, emotional, cognitive, and physical domains in:* *Lesson plans linked to developmentally, culturally, linguistically appropriate child assessments.* *Professional development plan for Foundations and Framework*	Fully integrating Foundations and Frameworks Education Plan: *Include all domains of learning in an integrated fashion in:* *Lesson plans linked to developmentally, culturally, linguistically appropriate child assessment.*

Family Involvement Quality Element

Considerations for future improvement to policy through ELAC include:

1. Pilot studies should be conducted that include implementing the family involvement element of the rating system.
2. When Title 22 is updated, the requirements for family child care providers and centers should be made consistent and comparable regarding written information and orientation for families at the time of enrollment.

The Advisory Committee recommends that the family involvement quality element focus on relationship building, shared goals, and family demographics. The following table indicates the level of family involvement to be required to achieve each tier. Family involvement tiers reference the ECERS subscale "Parents & Staff," item 38; ITERS subscale "Parents & Staff," item 33; and FCCERS subscale "Parent & Provider," item 35.

Addressing Family Involvement Element with Assessments

Tier 1 Communication	Tier 2 Two-Way Education	Tier 3 Involvement	Tier 4 Engagement	Tier 5 Partnership and Advocacy
a. ERS: Facilitated self-assessment b. If subscale item is less than '3,' an improvement plan is developed c. Title 22 center requirements d. Comparable Title 22 FCCH requirements	a. ERS: Facilitated peer-assessment b. If subscale item is less than '3,' an improvement plan is developed c. Topics offered in support of subscale. Provisions for parents, indicators 3.2 & 5.3 for family info and/or education may include topics such as: how children learn at home and in ECE; developmental levels and brain development; physical activities and nutrition	a. ERS Independent assessment b. ERS average score of 4; when subscale item is less than 4, a quality improvement plan will be developed. c. Provider has a written transition plan which is activated when a child moves into another child care setting or into K	a. ERS Independent assessment b. ERS average score of 5; when subscale item is less than 5, a quality improvement plan will be developed.	a. ERS Independent assessment b. ERS average score of 6; when subscale item is less than 6, a quality improvement plan will be developed.

In addition, California's QRIS can build upon the work of several existing resources that promote family involvement in children's early learning experiences.

- California has Child Care Resource and Referral (CCR&R) agencies in every county. These agencies counsel more than 200,000 families per year on child care choices, and 59 of the 61 CCR&R agencies also administer the Alternative Payment Program child care subsidies. However, CCR&R agencies are not funded or authorized to inspect or rate the quality of the settings available; their focus is on educating families themselves on how to evaluate the quality of a center or home-based setting.

- The federal Head Start Program offers a long-standing model for family involvement, with funds to support family involvement and social services. Several state efforts, with substantially less financial support, also provide guidance on how to engage families in an early learning and care program. All of these efforts must take into account the time constraints of working families and, to be successful, depend upon strategies that are appropriate to California's cultural and language groups.

Staff Education and Training

Additional considerations for the future development of California's delivery system for early learning career pathways through ELAC include:

To clarify professional development expectations, as well as to motivate and inspire the early childhood educator workforce, it will be important to revise and align California's early childhood educator permit matrix and Title 22 licensing requirements with the common course of study as soon as it is defined.

The early care and education professional development system is comprised of accredited degree programs at the AA, BA, Masters, and Doctoral levels, as well as supplemental educational experiences, including remedial, enrichment, and specialization offerings. Degree programs are defined as integrated, comprehensive courses of study offered by, or reviewed and approved by, Western Association of Schools and Colleges (WASC) accredited institutions of higher education (IHEs) that prepare professionals at all stages along the career path from entry to expert. The common and comprehensive course of study should be rigorous, recursive, and outcomes-focused, and reflect the early childhood educator competencies (2010).

Both two- and four-year colleges and universities provide a customer-friendly, accessible delivery system for credit-bearing degree programs. IHEs must ensure inclusion of all segments of the early learning and care professional community in degree programs and partner with community agencies to provide degree programs that vary in structure (e.g., location, schedule, and format) to provide access to high-quality, credit-bearing professional preparation throughout California. Community agencies, such as Head Start programs, county offices of education, CCR&R agencies, and others with expertise in a given subject area, will provide educational experiences. When needed, IHEs should partner with community agencies that wish to provide educational experiences, including core courses or supplemental experiences for credit, to extend access to constituencies in the early learning and care community. When local colleges and

universities provide contract education agreements with community agencies to do so, the community agencies will meet IHE standards for course content, assessment, and personnel qualifications.

Existing student support programs should be expanded to assist early learning and care professionals in furthering their education and development. Student remediation assistance and other academic supports should be identified and expanded. In both instances, available funds and other resources should follow students to the IHEs and community agencies providing professional development. Where gaps in support structures and delivery systems are found, special projects must be established to address them.

Current Issues and Strengths in Workforce Development

Greater coherence is needed in the early learning and care education and training offered, both pre-service and in-service. In designing the professional development highway for early learning and care providers, the Advisory Committee took into account the following considerations:

- Although California has many innovative pre-service and in-service professional development projects, they are generally organized by program type or market sector and do not yet provide a systemic approach on a scale that is accessible to the early learning and care workforce statewide.

- Currently, the content of training for providers is inconsistent across program settings. Both center teachers and family child care providers would benefit from training aligned with the *Infant/Toddler Learning and Development* and *Preschool Learning Foundations* and curriculum frameworks. In addition, it is important to ensure that training provided for the staff working with children ages birth to three is just as comprehensive and evidence-based as that provided for preschool and elementary school children.

- Portability across higher education institutions is currently lacking. In a survey conducted five years ago, half of the community colleges and public universities reported problems with transfer of credits and articulation of courses (Whitebook et al., 2005). Some community college graduates found they had to start over and take many of the same courses again when they entered a four-year state university. Although almost all community colleges are now working with state universities on an important effort to improve articulation and alignment, each individual community college and state university campus must adopt curriculum changes, which is a very time-consuming process. State support and a timeline to complete of the work are therefore much needed.

- Although there have been important efforts to subsidize the attainment of early learning and care degrees, the rules for access have been inconsistent across counties, and funds to finance tuition assistance have been reduced or eliminated.

- Preschool teachers are poorly paid by any standard. Nationwide, the median salary of preschool teachers is less than half the median kindergarten teacher salary (Barnett, 2003). Compensation is low even for teachers who have BA degrees, especially in non-

state-contracted centers receiving vouchers, and turnover is high compared to that of better compensated kindergarten through grade twelve (K-12) teachers (Whitebook et al., 2006). Furthermore, many center-based teachers and family child care providers lack health insurance or pensions, and violations of minimum wage and overtime are more frequent in child care centers than in any other low-wage occupation (UCLA Institute for Research on Labor and Employment, 2009).

- The current approach to workforce development could be improved by adopting a student or "client" centered approach.

  - Given that most of the people who will need degrees have many years of experience in the field, consideration should be given to providing credits for demonstrated competence as well as coursework.
  - To make courses accessible to the many students who already work fulltime, classes should be available in the community and after hours.
  - To expand access to education, colleges and universities could partner with community agencies to provide degree-bearing coursework, and ongoing professional development should be supported and encouraged.
  - In an efficient system, courses would count for multiple purposes, such as toward certification and satisfying staff education requirements related to Title 5 or Title 22 licensing standards. It would be beneficial if training required for regulatory or contract compliance also counted for a degree.
  - A student-centered workforce development system would include assistance with transfer of credits, movement from community college to university, and accessing financial aid.

Recommended Minimum Requirements

The following table indicates the recommended minimum requirements for education, experience, and ongoing professional development for each tier of the Quality Rating and Improvement System. Only the top tier requires teachers to have BA degrees, with an AA for teachers in Tier 4 and coursework but no college degree requirement for teachers in Tiers 1-3.

Professional Development Element for Teachers

	Tier 1 *(Aligned with Current Title 22 Licensing Requirements)*	Tier 2 *(Adds Title 5 ECE Unit Requirement for Teachers)*	Tier 3 *(Adds Title 5 General Education Unit Requirement for Teachers)*	Tier 4 *(Adds AA or 60 Units ECE, Similar to Head Start Requirement for 2011)*	Tier 5 *(Adds BA and 48 Units, Similar to Head Start Requirement for 50% of Teachers for 2013)*
Education	**Center:** 12 units of ECE **FCC:** 15 hours of health and safety	**Center:** 24 units of ECE ("core 8" classes that reflect designated lower division ECE Competencies) **FCC:** 12 units of ECE (of core 8)	24 units of ECE (core 8) and 16 units of General Education	AA degree in ECE OR 60 degree-applicable units, including 24 units of ECE OR BA in any field plus 24 units of ECE (similar to a Master Teacher in Title 5 Programs or new (October 2011) Head Start Requirements	BA/BS degree in ECE (or closely related field) with 48+ units of ECE OR Masters degree in ECE
Experience	Title 22 teacher with 6 months experience	One year of experience	Two years of experience	Two years of experience	Two years of experience
Professional Development	21 hours per year.	21 hours per year.	21 hours per year.	21 hours per year.	21 hours per year.

Notes:
1. *Staff education and training criteria vary at each tier of the QRIS, encompassing components of: 1) formal education: credit-bearing courses, including degrees and credentials; 2) practical experience: credit and non-credit bearing professional practice experiences, such as reflective practice, internships, college practicum experiences, fieldwork; and 3) ongoing professional development: non-credit courses and seminars, including coaching and mentoring. ECE coursework requires a "C" or better grade.*
2. *Professional development hours will be based on the current 11 "professional growth" categories recognized by the Commission on Teacher Credentialing (CTC), and can be*

provided during work and non-work hours.

Program Leadership

The program leadership quality element should take into consideration the following:

- A wide array of knowledge and skills in administration, staff management, and leadership policies/processes are included in this quality element. Based on available research, the Advisory Committee recommends using the Program Director's educational qualifications as a proxy for these skills, and that the effectiveness of this measure be evaluated during the pilot phase of the QRIS implementation.
- Program Administration Scale (PAS-centers)* and Business Administration Scale (BAS-FCCH)* are highly correlated with Program Director qualifications and are a helpful technical assistance tool, but are not appropriate for rating all programs.
- Information on administration rating tools including BAS/PAS, coordinated management review, NAEYC, and others for TA should be used to improve program leadership, ensuring a process on measurement and accountability for program leadership effectiveness.
- Courses in management and administration are intended to broaden expertise in areas such as human resources, leadership, business and accounting, and related areas and are not intended to be specific to early learning and care.

Program Leadership Element

	Tier 1 *(Aligned with Current Title 22 ECE Unit Licensing Requirements)*	**Tier 2** *(Adds Title 5 ECE Unit Requirement for Teachers)*	**Tier 3** *(Adds Title 5 ECE Unit Requirement for Master Teachers)*	**Tier 4** *(Adds Title 5 BA Requirement for Directors)*	**Tier 5** *(Adds Head Start MA Requirement for Program Directors)*
Program Director Education	12 units core ECE, 3 units administrative, 4 years experience	24 units core ECE, 16 units GE, 3 units administrative, 1 year management or supervisory experience	AA degree with 24 units core ECE, 6 units administrative, 2 units supervision 2 years management or supervisory experience	BA with 24 units core ECE, 15 units management, 3 years management or supervisory experience	MA with 30 units core ECE including specialized courses, 21units management, or administrative credential
BAS*/PAS* Professional Development only	Intro. to PAS/BAS	Self-study with PAS/BAS	Continuous improvement through a PAS/BAS action plan	Continuous improvement through a PAS/BAS action plan	Continuous improvement through a PAS/BAS action plan

*(PAS) Program Administration Scale is designed to reliably measure the leadership and management practices of center-based early childhood organizations.

*(BAS) Business Administration Scale measures management practices and quality of care in the family child care settings.

Notes:
1. *Each early care and learning program should identify the Program Director. The Program Director is defined as the person who administers and/or manages a center or program.*
2. *Use McCormick definition, McCormick Center for Early Leadership; National - Louis University, of management experience for Tiers 2-5; and Title 22 Licensing definition of "experience" for Tier 1.*
3. *Tier 1: use Title 22 licensing criteria for 12 units core early care and education and experience*
4. *Tiers 2-4: use Core 8 ECE courses (Curriculum Alignment Project – CAP described in the Workforce Policy Statements #2) 24 units include: Child Growth and Development; Child, Family and Community; Principles and Practices; Introduction to Curriculum; Observation and Assessment; Health, Safety and Nutrition; Teaching in a Diverse Society; and Practicum*
5. *Tier 5: plus 6 additional units in early care and education, including specialized courses.*

Additional Support Systems

Initial Work to Develop a Financial Model for California's QRIS

While maintaining the quality of professional development and sustaining degree-granting institutions, it will also be important to students in early learning and care as well as to their employers to minimize costs. The Advisory Committee obtained information from the Center for the Study of Child Care Employment on the financial needs of professionals seeking degrees as well as IHEs and community agencies that provide professional preparation. However, ELAC will conduct a complete cost analysis will be conducted by ELAC in conjunction with the pilot phase of the CAEL QIS. For more information on the financial model, see Appendix G.

Data Systems for Program Improvement and Research

The following are issues related to California's early childhood data systems:

- Efforts to track the effectiveness of dollars spent on early learning and care in improving child outcomes in California are hampered by the lack of a unique student identifier both for children attending programs and for staff participating in professional development. While the various agencies administering early learning programs collect a lot of data, for the most part, the data elements collected do not match, and therefore they cannot be used effectively to inform policy development, resource allocation, and research and evaluation. See Appendix ___ for a matrix prepared by the CDE of current early childhood education data.

- Although a recent budget reduction will impact implementation, California has been implementing the California Longitudinal Pupil Achievement Data System (CALPADS),

a longitudinal K-12 education data system that includes unique student identifiers (SSIDs). Currently, some local educational agencies (LEAs) provide SSIDs for young children in special education programs and for preschool children in programs the LEAs operate. However, most of California's more than 56,000 licensed centers and family child care homes are not administered by or affiliated with LEAs. Therefore, the Advisory Committee approved a method for providing unique child identifiers that is based on birth certificates, and additional resources will be needed to pilot strategies and protocols for building a statewide system so that all preschool children receive SSIDs.

- California is also designing the California Longitudinal Teacher Integrated Data Education System (CALTIDES). The CTC has already assigned Statewide Educator Identifiers for nearly all educators currently employed in K-12 schools, and the Advisory Committee has not yet discussed the potential for incorporating early learning and care personnel.

  Local Child Care and Development Planning Councils (LPCs) annually identify the zip codes in each county with the greatest unmet need for additional State Preschool and General Child Care programs. The data are used to guide the release of any new funds for these state-contracted programs. LPCs are also required to conduct a five-year comprehensive needs assessment. However, county LPCs do not always use common definitions of "need," and some do not include factors related to school readiness or educational achievement

- California's CCR&R agencies track the availability of center- and home-based early learning and care by age group, county, and zip code; and they produce a comprehensive, biennial statewide assessment of supply, demand, and affordability of early learning and care. However, the CCR&R data are based upon supply and not enrollment, and the age categories are broad – e.g., infant/toddler includes children birth to age two, and preschool includes children ages two to five.

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
AGE/GRADE LEVEL	HS: 3-5 years EHS: 0-3 Years	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	0-22 years	N/A Program Data Only	Grade Levels K-12	Birth and up	N/A Workforce Data Only	N/A Workforce Data Only		N/A	0-10 Years and 11-12 years
PROGRAM												
Vendor Number		X	X		X	X					X	
License Number												
Reporting LEA					X						X	
Program Type	X			X	X							X
Program Name	X				X							
Agency Zip Code	X				X							
Agency Type	X				X							
Agency Description	X											
Provider FEIN/SSN			X									
Provider FIPS Code			X									
Provider Zip Code			X									
Enrollment Year (Full/Part Year)	X											
Funded Enrollment	X											
Funded Enrollment by Program	X											
FACILITIES												
Facility Name											X	
Facility Zip Code											X	
No. Centers	X											
No. Classes	X											
Transportation	X						X					
FAMILY												
Client ID Number							X					
Family Identifier			X									
Application Date		X										
Update Date		X										
Family Start Date			X				X					
Services Date			X				X					
Report Month/Year			X									X
Zip Code		X					X					
County							X					
Family Size		X	X									
Gross Family Monthly Income		X					X					
Zip Code			X									
Parent B Involvement			X									
Grandparents Raising Grandchildren										X		
Mother Disabled							X					

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
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Father Disabled							X					
Primary Language	X			X			X					
Mother's Language							X					
Father's Language							X					
Immigration										X		
Case (File) Status		X										
Type of Eligibility	X			X								X
Income	X	X	X							X		
Public Assistance	X											
Foster Child	X									X		
Homeless	X	X										
Prior Enrollment	X											
Turnover	X											
Need for Service	X	X	X									
Employment	X	X	X									
Public Assistance (e.g. TANF, SSI, CalWORKS)	X		X									
Job Training	X	X	X									
Education	X	X	X									
Seeking Employment		X	X									
Seeking Permanent Housing		X	X									
Service Type			X	X								
Service Hours	X	X	X									
Subsidized Monthly Payment for Child Care			X									X
Mental Health Services	X											
WIC Participation	X											
Parent Highest Education Level						X						
Social Work Services							X					
Family Training & Counseling							X					
CHILD												
Name			X			X	X					
Child Unique Identifier		X		X			X					

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

Appendix F - 3

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
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Statewide Student Identifier (SSID)						X						
School of Attendance						X						
Academic Year						X						
Local Student ID						X						
Application Date		X		X								
Start Date			X	X		X						
Enrollment Status						X						
Grade Level						X						
Exit Date						X						
Exit Reason						X						
School Completion Status						X						
Expected Receiver School						X						
Interdistrict Transfer						X						
District of Geographic Residence						X						
Migrant Student						X						
Age	X			X								
Birth Date		X	X	X		X	X					
Birthplace						X	X					
Birth City						X						
Birth State						X						
Birth Country						X						
Birth Weight							X				X	
Prematurity (<32wk)							X					
Ethnicity	X		X	X		X	X					
Race	X		X	X		X						
Gender			X	X		X	X					
Primary Language	X			X		X			X		X	
Language of Caretaker/ Instruction						X	X					
Multiple Teacher Code						X						
Protective Services		X										
Foster/Guardian Child		X										
Sibling Indicator		X										
Health	X			X		X	X				X	
Health Insurance	X										X	
Medical Home	X											

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
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Medical Services	X											
Immunization	X					X				X		
Vision Status							X					
Hearing Status							X					
Medical Assessment							X					
Nutrition Assessment							X					
Developmental/Psychological Assessment							X					
Language/Speech Services							X					
Vision Services							X					
Infant Development Program							X					
Health Intervention							X					
Behavior Intervention							X					
Medical Condition							X					
Dental	X									X		
Dental Home	X											
Dental Services	X											
Preventive Dental Services	X											
Mental	X			X								
Mental Health Professional	X											
Mental Health Services	X			X								
Mental Health Referrals	X											
Disabilities	X		X	X		X	X			X		
Disabilities (IEP)	X		X	X								
Early Intervention Services (IFSP)	X			X								
Primary Disabilities	X			X								
Delay-Cognitive							X					

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

Appendix F - 5

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
AGE/GRADE LEVEL	HS: 3-5 years EHS: 0-3 Years	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	0-22 years	N/A Program Data Only	Grade Levels K-12	Birth and up	N/A Workforce Data Only	N/A Workforce Data Only		N/A	0-10 Years and 11-12 years
Delay-Physical							X					
Delay-Communication							X					
Delay- Social-Emotional							X					
Delay-Adaptive/ Self-Help							X					
Mental Retardation							X					
Autism							X			X		
Cerebral Palsy							X					
Epilepsy							X					
Other Developmental Disorder							X					
Test Scores							X					
Mental							X					
Motor							X					
Behavior							X					
Language							X					
Child Abuse							X			X		
Special Education Enrollment										X		
Exceptional Needs		X										
Hyperactivity							X					
Temper Tantrums							X					
Resistiveness							X					
Associate Time/Events							X					
Number Awareness							X					
Writing Skills							X					
Reading Skills							X					
Attention Span							X					
Safety Awareness							X					
Remembering Instruction							X					
Word Usage							X					
Nonverbal Communication							X					
Sign Language							X					
Speech Clarity							X					
Behavior Problems							X					
Kindergarten Transition	X											
Program Transition	X											

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

Appendix F - 6

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
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Continuity of Care		X										
Screening	X											
Assessment	X											
Curriculum	X											
Education Regulatory Exemption Outcome Code						X						
School Readiness										X		
Special Needs Children Not Receiving Care												X
WORKFORCE												
Statewide Educator Identifier (SEID)						X		X (SSN or other unique identifier)				
Local Staff ID						X						
Staff Job Classification Code						X						
Non Classroom Based Job Assignment						X						
Total Staff	X			X								
Total Volunteers	X											
Salary	X							X				
Time in Field								X				
Time in Current Position								X				
Facility type (center vs family)								X				
Setting type (private for profit, non profit, public)								X				
Licensing Status								X				
Program Type								X				
EDE/CD Units								X				
Work site name/address/phone								X				
Working with Children with Special Needs								X				
CD Permits								X				
Demographics						X						

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

DRAFT Matrix of Current Early Childhood Education Data
California EL QIS Advisory Committee
Subcommittee on Data Systems for Program Improvement and Research

Appendix F - 7

DATA ELEMENTS	California Head Start Association: Program Information Report 08-09	California Department of Education (CDE) Child Development Division (CDD) Centralized Eligibility List (CEL)	CDE CDD 801 Report	CDE California Special Education Management Information System (CASEMIS)	CDE Child Development Fiscal Services (CDFS)	California Longitudinal Pupil Achievement Data System (CALPADS) and California Longitudinal Teacher Integrated Data Education System (CALTIDES)	California Department of Developmental Services (CDDS)	First 5 California Children and Families Commission: CARES Database	First 5 California Children and Families Commission: Power of Preschool Data	Kidsdata.org	Community Care Licensing Division (CCLD)	California Department of Social Services (CDSS) CW-115 Form
AGE/GRADE LEVEL	HS: 3-5 years EHS: 0-3 Years	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	CSPP: 3-4 years CCTR, APP, FCCHN, Migrant: 0-13 years or 0-21 years w/ IEP	0-22 years	N/A Program Data Only	Grade Levels K-12	Birth and up	N/A Workforce Data Only	N/A Workforce Data Only		N/A	0-10 Years and 11-12 years
Birth Date						X						
Gender						X		X				
Age						X		X				
Ethnicity/Race	X							X				
Primary Language	X							X				
Education Related Demographics	X					X		X				
Education Level	X					X						
Permit Level								X	X			
Credential				X				X	X			
Work Related Demographics	X					X		X	X			
Experience	X					X						
Setting Type								X				
Status						X		X				
Income								X				
Current Occupation of Former Child Care Providers								X				
Provider Satisfaction												
Program Satisfaction												
Satisfaction with Agency												
Job Satisfaction in Child Care Field												
Satisfaction with Opportunities in Child Care Field												
Child Care Field Retention/Turnover Rate	X											

No Responses for: Commission on Teacher Credentialing's (CTC's) Credential Automation; System Enterprise (CASE); Woman, Infants, and Children (WIC)

MATRIX OF CHILD CARE AND DEVELOPMENT PROGRAMS AND KEY VARIABLES
INCLUDING HEAD START AND FIRST 5

VERSION: October 2010

KEY VARIABLES	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Purpose of Program	A developmentally appropriate program for 3 and 4 year-old children from low income families, that provides a Core Class Curriculum designed to include all four domains provided through intentional teaching (does not include naptime). Services may be: **1)** Part-day/part-year; or **2)** Full-day/full-year.	Designed to meet a wide variety of child care and development needs of children (excluding CSPP age eligible children) and their families.	Designed to meet a wide variety of child care and development needs of children and their families.	Designed to meet a wide variety of child care and development needs for children and their families that are dependent on agricultural work.	Designed to meet the child care needs of children and their families. CalWORKs recipients are required to engage in work or work participation activities.	Designed to meet the child care needs of children and their families. The APP is intended to increase parental choice and accommodate the individual needs of the family.	Demonstration Projects at a system-level (school district[s], city[s], or county[s]) that are designed to implement the Preschool Demonstration Projects recommendation of California's Master Plan for Education.	To provide comprehensive health, education, nutrition, and social services to disadvantaged children and their families.
Funding								
Funding Source	CDE, Child Development Division.	CDE, Child Development Division.	CDE, Child Development Division.	CDE, Child Development Division.	CDE, Child Development Division.	CDE, Child Development Division.	First 5 State and County Children and Families Commissions and/or intermediary.	Federal Dept. of Health and Human Services, Admin. For Children and Families, Region IX.
Local Administration	CDD Contractors.	CDD Contractors.	CDD Contractors.	CDD Contractors.	CDD Contractors.	CDD Contractors.	First 5 County Commissions, COEs, LAUP.	Grantees, including local jurisdictions, school districts, and private non-profit agencies.
Reimbursement for Care								
Maximum Reimbursement	**Part-day:** 61.72% of SRR ($21.22). **Full-day:** Capped at SRR ($34.38).	Capped at SRR ($34.38).	RMR.	Capped at SRR ($34.38), additional funding through specialized services contracts.	RMR.	RMR.	**Entry Level:** $250 Subsidized/ $800 Non-subsidized per space. **Adv. Level:** $300 Subsidized/ $1000 Non-subsidized per space. **Quality Level:** $350 subsidized/ $1200 non-subsidized space. Funding amounts are per year.	Grant amounts negotiated with local grantee; cost per child varies.
Family Fees								
Required?	**Part-day:** No. **Full-day:** Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	No.	No.
Fee Schedule Used	**Part-day:** N/A. **Full-day:** CDE sliding scale based on family income and size.	CDE sliding scale based on family income and size.	CDE sliding scale based on family income and size.	CDE sliding scale based on family income and size.	CDE sliding scale based on family income and size.	CDE sliding scale based on family income and size.	N/A.	N/A.
Exclusions	**Part-day:** N/A. **Full-day:** **1)** Cal-Works cash aid receipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS	**1)** Cal-Works cash aid recipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS referrals by CWD.	**1)** Cal-Works cash aid recipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS referrals by CWD.	**1)** Cal-Works cash aid recipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS referrals by CWD.	**1)** Cal-Works cash aid recipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS referrals by CWD.	**1)** Cal-Works cash aid recipients. **2)** Up to 3 months for "at risk" referral by a qualified professional. **3)** Up to 12 months for CPS referrals by CWD.	N/A.	N/A.
Co-Payments?	N/A.	N/A.	Yes, if parent chooses a provider with a rate exceeding the RMR ceiling, parent must pay the difference.	N/A.	Yes, if parent chooses a provider with a rate exceeding the RMR ceiling, parent must pay the difference.	Yes, if parent chooses a provider with a rate exceeding the RMR ceiling, parent must pay the difference.	N/A.	N/A.
Admission Priorities	**1)** Child Protective Services. **2)** 4 year olds (prior to 3 year olds). **3)** Lowest per capita income.	**1)** Child Protective Services. **2)** Lowest per capita income. **3)** Campus programs give priority to students attending the school. **4)** HCD programs give priority to residents.	**1)** Child Protective Services. **2)** Lowest per capita income.	**1)** Migratory family in preceding 12 month period. **2)** Migratory family in previous 5 years but not in last 12 months. **3)** Family resides in agricultural area and is dependent upon seasonal agricultural work.	**Stage 2** Families shall be enrolled in Stage 2 as they are referred from the Stage 1 provider upon availability of funds. **Stage 3** **1)** All families timed out of Stage 1 and/or 2 as funding available. **2)** Families with lowest per capita income.	**1)** Child Protective Services. **2)** Lowest per capita income.	Children living in program catchment area.	Locally determined; 10% reserved for children with special needs.

KEY VARIABLES	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Intake Eligibility	**Part-day:** Parent must meet one element of the eligibility criteria. **Full-day:** Parent must have one element of both eligibility and need.	Parent must have one element of both eligibility and need to receive services.	Parent must have one element of both eligibility and need to receive services.	1) Family must have earned at least 50% of total gross income from employment in fishing, agriculture, or agriculturally related work. 2) Parent must have one element of both eligibility and need to receive services.	Stage 2 Parent is eligible if work or work activity is stable, parent is transitioning off cash aid, or family is eligible. Family must meet all eligibility criteria. Stage 3 Family has exhausted 24 month limitation for Stage 1 and/or 2.	Parent must have one element of both eligibility and need to receive services.	Children living in program catchment area.	Parent must be income eligible* and child must be age eligible. * at least 90% of enrolled families must be income eligible.
Eligibility - Child								
Age	3 and 4 year olds (on or before Dec. 2 of the fiscal year services are received).	To 13, excluding children that are age eligible for CSPP.	To 13.	To 13.	To 13.	To 13.	4 (pre-kindergarten).	3 - 5 (unless grant allows other).
Special Needs	N/A.	To age 21 for children with exceptional needs.	To age 21 for children with exceptional needs.	To age 21 for children with exceptional needs.	To age 21 for children with exceptional needs.	To age 21 for children with exceptional needs.	N/A.	10% enrollment must be special needs.
Other	N/A.	N/A.	N/A.	N/A.	N/A.	N/A.	3 year olds after all 4 year olds are served, at county's discretion.	N/A.
Eligibility Criteria								
Aid Status	Yes.	Yes.	Yes.	Yes.	Stage 2 1) Receiving cash aid; 2) Recipient of cash aid within the last 24 months; or 3) Eligible for diversion services. Stage 3 Income eligible, responsible for care of child, and exhausted 24 month limitation for Stage 1 and/or 2.	Yes.	N/A.	Yes, any direct TANF payments or vouchers qualifies.
Income	At or below 75% of state median income at time of initial enrollment.	At or below 75% of state median income.	At or below 75% of state median income.	At or below 75% of state median income.	1) Family is income eligible; 2) Adult or teen parent is responsible for child; and 3) Adult or teen parent meets aid status requirement above.	At or below 75% of state median income.	N/A.	At or below* federal poverty level. *10% can be above poverty level.
Homeless	Yes.	Yes, if State (General) funded.	Yes, if State (General) funded.	Yes.	N/A.	Yes, if State (General) funded.	N/A.	N/A.
Child Protective Services	Yes.	Yes.	Yes.	Yes.	N/A.	Yes.	N/A.	N/A.
Other	N/A.	N/A.	N/A.	N/A.	N/A.	N/A.	N/A.	Foster care and SSI categorically qualify. Other criteria established by community needs assessment.
Need Criteria	*FULL-DAY ONLY*							
Child Protective Services	Yes.	Yes.	Yes.	Yes.	N/A.	Yes.	N/A.	N/A.
Employed	Yes.	Yes.	Yes.	Yes.	Yes.	Yes.	N/A.	N/A.
Seeking employment	Family eligible for services for 60 working days per fiscal year.	Family eligible for services for 60 working days per fiscal year.	Family eligible for services for 60 working days per fiscal year.	Family eligible for services for 60 working days per fiscal year.	Family eligible for services for 60 working days per fiscal year.	Family eligible for services for 60 working days per fiscal year.	N/A.	N/A.
Vocational Training	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit.	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit.	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit.	1) Leading to a recognized trade, paraprofession, or profession. 2) Six year limit.	N/A.	N/A.
Homeless	Seeking permanent housing.	Seeking permanent housing if State (General) funded.	Seeking permanent housing if State (General) funded.	Seeking permanent housing.	N/A.	Seeking permanent housing if State (General) funded.	N/A.	N/A.
Incapacitated	Yes.	Yes, if State (General) funded; parent must be employed, seeking employment, or in training if Federal funded.	Yes, if State (General) funded; parent must be employed, seeking employment, or in training if Federal funded.	Yes.	Yes, if State (General) funded; parent must be employed, seeking employment, or in training if Federal funded.	Yes, if State (General) funded; parent must be employed, seeking employment, or in training if Federal funded.	N/A.	N/A.
Other	N/A.	N/A.	N/A.	N/A.	Participation in job retention services as approved by the CWD.	N/A.	N/A.	Foster care and SSI categorically qualify. Other criteria established by community needs assessment.

KEY VARIABLES	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Absences/Leaves								
Excused Absences								
Best interest of the child	Paid - limited to 10 days per year.	Paid - limited to 10 days per year.	N/A.	Paid - limited to 10 days per year.	N/A.	N/A.	N/A.	N/A.
Illness/Quarantine	Paid.	Paid.	N/A.	Paid.	N/A.	N/A.	N/A.	N/A.
Court Ordered Visitation	Paid.	Paid.	N/A.	Paid.	N/A.	N/A.	N/A.	N/A.
Family Emergency	Paid.	Paid.	N/A.	Paid.	N/A.	N/A.	N/A.	N/A.
Other	N/A.	N/A.	Contractors shall adopt a policy governing absences that include reasonable limitations for reimbursement purposes and shall reimburse providers in accordance with the provider's usual and customary policies regarding attendance.	N/A.	Contractors shall adopt a policy governing absences that include reasonable limitations for reimbursement purposes and shall reimburse providers in accordance with the provider's usual and customary policies regarding attendance.	Contractors shall adopt a policy governing absences that include reasonable limitations for reimbursement purposes and shall reimburse providers in accordance with the provider's usual and customary policies regarding attendance.	Space needs to be operational.	Grantees shall adopt a policy governing absences, and must monitor these policies.
Limited Service Leave	**Part-day:** N/A **Full-day:** Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	Shall not exceed twelve (12) consecutive weeks in duration except when the parent is on a maternity or a medically related leave absence from their employment or training.	N/A.	N/A.
Quality Measures								
Staff Qualifications								
Program Director	**1)** Child Development Program Director Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD program. **4)** Administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	**1)** Child Development Program Director Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD program. **4)** Administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	**If contractor operates at two or more sites, a director with the following qualifications shall be employeed:** **1)** Child Development Program Director Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD program. **4)** Administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	**1)** Child Development Program Director Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD program. **4)** Administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	N/A.	N/A	**1)** Child Development Program Director Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD program. **4)** Administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	Locally specified qualifications, must meet minimum requirements in California Code of Regulations, Title 22 (§1012151) and Head Start Performance Standards (45 CFR 1304.52(c).
Site Supervisor	**1)** Child Development Site Supervisor Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD programs. **4)** An administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	**1)** Child Development Site Supervisor Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD programs. **4)** An administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	N/A.	**1)** Child Development Site Supervisor Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD programs. **4)** An administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	N/A	N/A	**1)** Child Development Site Supervisor Permit. **2)** Children's Center Supervision Permit. **3)** Current credential authorizing teaching service in an elementary school or a single subject credential in home economics, with six units in administration/supervision of ECE/CD and 12 units of ECE/CD or at least two years experience in an ECE/CD programs. **4)** An administrative Services Credential authorizing administration or supervision in public schools that includes preschool authorization.	Locally specified qualifications.

KEY VARIABLES	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Teacher	1) Regular Children's Center Instruction Permit. 2) Limited Children's Center Instructional Permit. 3) Emergency Children's Center Instructional Permit. 4) Child Development Master Teacher Permit. 5) Child Development Teacher Permit. 6) Child Development Associate Teacher Permit. 7) Current credential authorizing teaching service in an elementary school or single subject credential in home economics, and 12 units in ECE/CD or two years experience in ECE/CD program.	1) Regular Children's Center Instruction Permit. 2) Limited Children's Center Instructional Permit. 3) Emergency Children's Center Instructional Permit. 4) Child Development Master Teacher Permit. 5) Child Development Teacher Permit. 6) Child Development Associate Teacher Permit. 7) Current credential authorizing teaching service in an elementary school or single subject credential in home economics, and 12 units in ECE/CD or two years experience in ECE/CD program.	N.A.	1) Regular Children's Center Instruction Permit. 2) Limited Children's Center Instructional Permit. 3) Emergency Children's Center Instructional Permit. 4) Child Development Master Teacher Permit. 5) Child Development Teacher Permit. 6) Child Development Associate Teacher Permit. 7) Current credential authorizing teaching service in an elementary school or single subject credential in home economics, and 12 units in ECE/CD or two years experience in ECE/CD program.	N.A.	N/A	**Entry Level***: 24 ECE units plus 16 GE units. **Adv. Level***: 60 units (or AA), including 24 ECE units. **Quality Level***: BA degree with 24 ECE units, multiple subject teaching credential, or Child Development Program Director Permit. *May consider quality levels developed by First 5 County Commissions that closely approximate the quality levels described.	Locally specified qualifications, must meet minimum requirements in California Code of Regulations Title 22 (§101216.1)*. *50% of teachers nationwide must have an AA or BA degree.
Assistant Teachers	N/A.	N/A.	N/A.	N/A.	N/A.	N/A	**Entry Level***: 6 ECE units. **Adv. Level***: 12 ECE units (30 total units recommended). **Quality Level***: AA degree (or equivalent BA coursework) with appropriate ECE credits (24 units recommended). *May consider quality levels developed by First 5 County Commissions that closely approximate the quality levels described.	N/A
Other	N/A.	N/A.	Contractors shall develop and implement written policies and procedures for provider participation.	N/A.	Contractors shall develop and implement written policies and procedures for provider participation.	Contractors shall develop and implement written policies and procedures for provider participation.	Staff will participate in professional development to educate children with varied languages and cultures, and children with disabilities and other special needs.	N/A
Staffing Ratios								
Infants (birth-18 months)	N/A.	1) Adult/Child 1:3 2) Teacher/Child 1:18	N/A.	1) Adult/Child 1:3 2) Teacher/Child 1:18	N/A.	N/A.	N/A.	N/A.
Toddlers (18 mo.- 36 mo.)	N/A.	1) Adult/Child 1:4 2) Teacher/Child 1:16	N/A.	1) Adult/Child 1:4 2) Teacher/Child 1:16	N/A.	N/A.	N/A.	N/A.
Preschool (36 mo. to kinder.)	1) Adult/Child 1:8 2) Teacher/Child 1:24	1) Adult/Child 1:8 2) Teacher/Child 1:24	N/A.	1) Adult/Child 1:8 2) Teacher/Child 1:24	N/A.	N/A.	1) Adult/Child 1:8 2) Teacher/Child 1:24 or 3) a research-based alternative (e.g., 2:20)	1) Adult/Child 1:8 2) Staff*/Child 2:20 * 1 teacher and 1 aide
School Age	N/A.	1) Adult/Child 1:14 2) Teacher/Child 1:28	N/A.	1) Adult/Child 1:14 2) Teacher/Child 1:28	N/A.	N/A.	N/A.	N/A.
Other	N/A.	If most of children served are unsubsidized, programs only required to meet Title 22.	Providers must be licensed or registered child care providers.	If most of children served are unsubsidized, programs only required to meet Title 22.	Providers must be licensed or registered child care providers, or if exempt family child care or in-home providers (except grandparents, aunts and uncles), must complete a health and safety self-certification and Trust Line application process.	Providers must be licensed or registered child care providers, or if exempt family child care or in-home providers (except grandparents, aunts and uncles), must complete a health and safety self-certification and Trust Line application process.	N/A.	N/A.

MATRIX OF CHILD CARE AND DEVELOPMENT PROGRAMS AND KEY VARIABLES
INCLUDING HEAD START AND FIRST 5

KEY VARIABLES	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Quality Assurance/ Monitoring								
Minimum Hours of Operation	**Part-day:** 3 hours per day. **Full-day:** N/A.	N/A.	N/A.	N/A.	N/A.	N/A.	3 hours per day.	3.5 hours per day.
Minimum Days of Operations	**Part-day:** 175 per year **Full-day:** As specified in continued funding application.	As specified in continued funding application.	As specified in continued funding application.	As specified in continued funding application.	As specified in continued funding application.	As specified in continued funding application.	175 (or equivalent).	Required days of operation are determined by the number of days per week each program operates.
Indicators	Desired Results Developmental Profile (DRDP).	Desired Results Developmental Profile (DRDP).	Desired Results Developmental Profile (DRDP).	Desired Results Developmental Profile (DRDP).	N/A.	N/A.	In development.	Desired Results Developmental Profile (DRDP).
Other	ERS score of "Good" or better on each subscale.	ERS score of "Good" or better on each subscale.	ERS score of "Good" or better on each subscale.	ERS score of "Good" or better on each subscale.	Self-assessment using CMR instrument.	Self-assessment using CMR instrument.	ERS entry-level score for providers will be a "4" which is obtained by averaging the indicators. Within 24 months, providers must receive an overall score of "5" which is obtained by averaging the indicators. At entry-level and throughout their participation, providers must receive, at a minimum, an average of "3" on each sub-scale.	
Reporting Requirements								
Attendance/Expenditure Report	CDFS 8501.	CDFS 9500.	Online CalWORKs, APP or FCC fiscal report.	CDFS 9500.	1) Online CalWORKs, APP, or FCC fiscal report. 2) CalWORKs Caseload report.	Online CalWORKs, APP or FCC fiscal report.	Form pending.	1) SF 269 Financial Report. 2) Program Information Report (PIR).
Frequency	4 per year, monthly if contractor is on conditional or provisional status.	4 per year, monthly if contractor is on conditional or provisional status.	4 per year, monthly if contractor is on conditional or provisional status.	4 per year, monthly if contractor is on conditional or provisional status.	Monthly.	4 per year, monthly if contractor is on conditional or provisional status.	Twice a year.	1) Twice a year. 2) Yearly.
Data Collection Reports	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	1) Child Care Population Information (CD-801A) monthly. 2) Additional information from randomly selected families from qualifying program types are collected and submitted to DHHS/CF monthly.	In development.	1) Program Information Report (PIR). 2) Child Outcomes (DRDP). 3) National Reporting System.
Entity submitting reports	Contractor	Contractor	Contractor	Contractor	Contractor	Contractor.	First 5 County Commission.	Grantee.
Audits								
Requirements	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDE's Audit and Investigations Division Audit Guide.	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDE's Audit and Investigations Division Audit Guide.	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization-Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDEs Audits and Investigations Division Audit Guide.	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization-Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDEs Audits and Investigations Division Audit Guide.	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization-Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDEs Audits and Investigations Division Audit Guide.	1) Submit "acceptable" financial and compliance audits. 2) Agencies that expend $500,000 or more in federal funds are required to have an Organization-Wide Audit. 3) Agencies receiving and expending less than $500,000 in federal funds and any amount of State funds are required to have a Contractor Audit. 4) Specific requirements are contained in CDEs Audits and Investigations Division Audit Guide.	County Commission responsibility, including records maintenance (progress reports, expenditure reports and invoices). Annual County Commission Audit; each Preschool Demonstration Project application outlines reporting requirements of preschool providers and intermediary that is managing Preschool Demonstration Project (if applicable).	Independent audit submitted to ACF Region IX.
Frequency	Yearly, biennially if under $25,000.	Yearly, biennially if under $25,000.	Yearly, biennially if under $25,000.	Yearly, biennially if under $25,000.	Yearly, biennially if under $25,000.	Yearly, biennially if under $25,000.	Yearly.	Yearly.
Point of Entry								
Where to Find Info.	Local Resource and Referral Agency.	Local Resource and Referral Agency.	Local Resource and Referral Agency.	Local Resource and Referral Agency.	County Welfare Departments and Local Resource and Referral Agency.	Local Resource and Referral Agency.	Varies: First 5 County Commission, COE, and LAUP.	Local Head Start grantee or resource and referral agency.
Where to Apply	Centralized Eligibility List	Centralized Eligibility List	Centralized Eligibility List.	Centralized Eligibility List.	Centralized Eligibility List.	Centralized Eligibility List.	Varies: First 5 County Commission, COE, and LAUP.	Local Head Start program.
Exit Criteria								
Length of Eligibility	Eligibility for part-day services is established annually upon admission. **Full-day:** Family eligible as long as eligibility and need exists.	Family eligible as long as eligibility and need exists.	Family eligible as long as eligibility and need exists.	Family eligible as long as eligibility and need exists.	**Stage 2** No more than 24 months total in Stage 1 and/or 2 after leaving cash aid or receiving diversion services. **Stage 3** Family eligible as long a eligibility and need exists.	Family eligible as long as eligibility and need exists.	Eligible for Kindergarten.	Eligible for current and succeeding enrollment year, through age 5.

KEY VARIABLES *Reason for Termination*	California State Preschool Programs	Center Based Child Care Programs	Family Child Care Home/Ed. Network	Migrant CDD Programs	CalWORKSs Stage 2 and Stage 3	APP	First 5 Power of Preschool	Head Start
Maximum Income Level	**Part-day:** N/A **Full-day:** 75% of state median income adjusted for family size.	75% of state median income adjusted for family size.	75% of state median income adjusted for family size.	75% of state median income adjusted for family size.	75% of state median income adjusted for family size.	75% of state median income adjusted for family size.	N/A.	N/A.
Maximum Age of Child	5 on or before Dec. 2 of fiscal year services are rendered.	12, or 21 for children with exceptional needs.	12, or 21 for children with exceptional needs or under court order.	12, or 21 for children with exceptional needs or under court order.	12, or 21 for children with exceptional needs or under court order.	To 12, or 21 for children with exceptional needs or under court order.	Kindergarten admission.	Compulsory school attendance, unless special circumstances are documented.
Other	**Part-day:** Excessive unexcused absences (locally determined). **Full-day:** **1)** Non-payment of parent fees. **2)** Excessive unexcused absences (locally determined).	**1)** Non-payment of parent fees. **2)** Excessive unexcused absences (locally determined).	**1)** Non-payment of parent fees. **2)** Excessive unexcused absences (locally determined).	**1)** Non-payment of parent fees. **2)** Excessive unexcused absences (locally determined).	**Stage 2** **1)** Non-payment of parent fees. **2)** Exhausted 24 month eligibility in Stage 1 and/or 2. **Stage 3** **1)** Non-payment of parent fees.	**1)** Non-payment of parent fees. **2)** Excessive unexcused absences (locally determined).	N/A.	N/A.

California Early Learning Quality Improvement System (CAEL QIS)

Advisory Committee

Family Involvement and Stakeholder Engagement and Advocacy Subcommittee

Guide to the "Family Involvement" Element of California's Quality Rating and Improvement System

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Writing Team:

Debi Silverman, Lead Writer

Celia Ayala

Linda Brault

Barbara Easton

Yolie Flores

Margo Hunkins

Janis Keyser

Judy Kriege

Janet Lopez

Carolyn Loveridge

Roberta Peck

Patty Siegel

Ginger Swigart

Guide to the Family Engagement in Early Childhood Quality Improvement Systems Recommendations Paper.

The following pages summarize the CAEL QIS Family Involvement and Stakeholder Engagement and Advocacy Subcommittee (referred to as the Family Engagement Subcommittee) recommendations, compiled from research and subcommittee meetings and discussions. The diverse input yielded important concepts which are presented using interchangeable terms. To guide reader, these terms include:

Teacher–adults who interact with the child in an early care and education setting, from birth to 5 years of age; in this paper, other terms used synonymously for this adult include *provider* and *early childhood educator*.

Early Care and Education Program – the licensed environment outside the child's home where a teacher is paid to care for children age 0 to 5 years. In this paper, other terms for this setting include *preschool*, *family child care,* and *child care program*.

Family – the adult(s) in the child's life who are responsible for raising the child, including parent(s), grandparent, foster parent, and other extended family members. Some literature and research cited uses the term *parent* for the same concept.

The paper is structured in seven sections. To direct the reader, the sections include:

Introduction. Family Engagement is a critical component of a Rating and Improvement System because of research documenting the significance of the first 5 years of life, the role of quality early care and education environments, and the importance of engaging families for positive developmental and educational outcomes for children.

QRIS in California presents an overview of the CAEL QIS Advisory purpose and subcommittee charges, including the evolution of the Family Engagement Subcommittee decisions.

Elevating Attention to Family Engagement (page 4) acknowledges that families are educating their children from birth and that families are most often the most consistent adults in the child's life. The significant gap between existing parent involvement policy and practice compels renewed attention at all levels of the system. Partnering with families using a family-centered approach, strengthens families, and is most beneficial for children and families who are not of the dominant culture, families with children having special needs, and families and children who present other risk factors.

Educators' Responsibility for Engaging Families (page 6) presents three interrelated skills for providers to successfully partner with families: develop relationships; generate shared goals; and support the child and family. Along with the recommendation to require family engagement is recognition that significant training and technical assistance will be required to educate providers in these skill areas.

CAEL QIS Five Tiers of Family Engagement (page 8) defines the five tiers using details from the equivalent Environmental Rating Scales' ratings. Each level is framed using the three skill areas from the previous section and includes examples; concepts detailed in the previous sections are brought in to the examples, with particular emphasis placed on home learning support, topics for family education, transition to elementary school activities, and culturally competent practices.

Recommendations (page 13). The CAEL QIS Family Engagement Subcommittee brings forth four recommendations, supported by the previous explanations, examples and research and the **Conclusion** encourages CAEL QIS to consider a comprehensive communication plan to families and community stakeholders and increased focus on family *partnership* practices throughout early childhood educator preparation programs.

Family Engagement in Early Childhood Quality Improvement Systems

Recommendations for CAEL QIS

Introduction

Scientific evidence on how young children learn and the critical importance of the first 5 years of life is compelling. Educational research clearly links quality preschool environments to positive developmental outcomes for young children. Concern about the prevalence of poor quality early care settings has led to the growing policy trend toward Quality Rating and Improvement Systems (QRIS).[1] Twenty states operate QRIS[2] and California is one of the 27 other states that are planning on piloting them. A goal of establishing a Quality Rating Improvement System is to ensure optimal child outcomes from early care and education experiences. Quality Rating and Improvement Systems (QRIS) are also a powerful method of reaching out to and engaging families by effectively communicating the quality standards and the levels of quality in early care and education settings. The National Alliance for Children advocates

> "There is a vision that high quality child care should not be simply a checklist of quantifiable elements, but should include the quality of interactions between caregivers and children (social-emotional development) and between caregivers and families (remaining four protective factors)."[3]

A substantial body of work documents the relationship between parent involvement in children's schooling and children's achievement and success[4]. Research on student success[5], school readiness of diverse populations[6], and special needs of children with disabilities[7] point to partnering with families as a critical component of any system intended to yield optimal outcomes for children across the developmental continuum[8]. Much of this research has been conducted in K-12 education settings and early intervention services for children with special needs. In the last decade, attention has turned to the importance of engaging families prior to elementary school[9] as the body of literature focused on elementary school-age children does not adequately translate to engaging families of preschool-age children.

In the past decade, research on engaging families in the early years has emerged from an interest in helping children to successfully transition from home or preschool settings into elementary school[10] and as a result of what we now know about brain development and the critical role of primary caregivers in a child's healthy development,[11] and the influence that interrelated environmental factors play in a child's development. It is the *interaction* between factors in the child's immediate family, preschool, and community environments that steers the child's development; more simply, when people in the child's primary environments work together, as partners, it is better for the child's developmental and learning outcomes.[12] The Chicago Child-Parent Centers researchers found that family engagement is an essential component of a high quality child care program and that family engagement during the early years was associated with greater family engagement in the elementary school years, which was related to positive student outcomes in elementary school.[13]

As children's first teachers, parents have a unique and enduring impact on children's development, learning, and school success. *All* families, regardless of income or education level, or ethnic or cultural background, want to be involved in supporting children's learning and are invested in children's school success. Family involvement is critical both to ensure positive outcomes for children and to create high quality schools.[14]

In the face of such consistent evidence of the importance of family involvement in children's education, it seems incumbent upon us to establish universal access and opportunities for families to become involved in their children's early care and education settings, to work in collaboration with schools, centers, and family child care homes, and to develop partnerships with early

childhood providers so that young children receive the full benefit of early care and education, and are fully prepared for kindergarten and future school success.

The value of including Family Engagement as a component of quality in a rating system is that it makes clear to those who make decisions about and those provide care to young children that including families must be an essential part of the work they do.

QRIS in California

The Quality Improvement System Advisory Committee (CAEL QIS) was established in 2008 with the passage of SB-1629, co-sponsored by Superintendent Jack O'Connell, and was charged with developing policy and an implementation plan to improve the quality of early education programs.[15] In the first year, CAEL QIS assessed the current status of early learning programs in California and examined other county's and states' QRIS models. In December 2009, an Interim Report outlined the five-tier structure and framed the initial elements of quality that will comprise California's QRIS. These include: Family Engagement, Ratio and Group Size, Environment, Teacher Education, Teaching and Learning, Program Administration and Leadership. In 2010, CAEL QIS will finalize recommendations across the five rating tiers. CAEL QIS encourages stakeholder input about who is eligible to participate, the design details and funding model through participation in five subcommittees, including Family Involvement and Stakeholder Engagement and Advocacy (referred to as the Family Engagement Subcommittee), Design, Workforce, Data, and Finance. To guide its work over the two years, the CAEL QIS Advisory Committee began by defining a model to frame its deliberations on the development of an early learning quality improvement system. Central to the model is an early learning quality rating structure to assess the quality of programs; produce summary ratings; and publish results to inform families, providers, and policymakers.[16]

The CAEL QIS Family Engagement Subcommittee is charged with: "1) developing a communication plan to ensure broad input on the QRS design, and 2) developing an engagement and outreach plan for families, programs/ providers, stakeholders, and the public for California's 'rating structure and process' and support systems."[17] Engaging families in QRIS is essential to creating a high quality early learning delivery system that is responsive to all families. QRIS "must be developed in ways that ensure they are culturally responsive, linguistically appropriate, and provide access to children from all cultures. This can best be achieved with strong, ongoing involvement of parents and community members in their design and implementation."[18]

The Family Engagement Subcommittee convened seven times in the last 12 months in both northern and southern California (in person and via satellite) to review documents from other states and counties as well as a plethora of research and practice in the field of family engagement and family partnership. Most other states include a general family involvement standard in their rating systems but few hold programs accountable for engaging families in a way that links to the quality rating.[19] The Family Engagement Subcommittee recommends clearly delineated levels of involvement and holding programs accountable for high quality partnerships.

CAEL QIS Advisory previously approved a recommendation by the Family Engagement Subcommittee, for five progressive tiers that reflect increasing levels of teacher skill and attention to family engagement practices that build toward family partnerships. The five tiers are: Communicate → Educate → Involve → Engage → Partner.

In addition, within a different quality standard, the CAEL QIS Advisory Committee has approved use of the Environmental Rating Scales (ERS) as an indicator of Environmental Quality. Further, the Business Administration Scale for Family Child Care (BAS) and Program Administration Scale for Centers (PAS) are being considered for technical assistance in the Program Leadership Element. Subscales of all three measure the amount and quality of family engagement.[20] In effort to minimize the number of requirements placed on programs, the Family Engagement

Subcommittee is recommending use of the approved tools as detailed in the remainder of this paper.

By using the ERS to hold programs accountable for quality family engagement practices, we run the risk that providers will use those tools as checklist for number of ways they communicated, types of information conveyed, number of workshops and parent education seminars, frequency that programs and parents discuss children, and more. Conducting more prescribed family involvement activities does not make a quality family engagement program. In addition, recently released Draft California Early Educator Competencies include knowledge, skills, and dispositions at four levels with specific recommendations, for example, for how California's early educators should engage families.[21] Underlying these measureable sets of activities and competencies is the assumption that teachers understand why these practices make a difference and how to implement them in a meaningful way. Without that understanding, teachers are simply asking parents to be involved and are often frustrated by the lack of response.

Requiring that educators involve all families in their children's education, from the earliest years on, in ways that help children be ready for and succeed in school is a daunting expectation for most teachers. Developing appropriate family engagement strategies means responding to the needs and values of the different racial, ethnic, cultural and language groups in California's preschools."[22] Engaging parents in their child's preschool experience, consequently, is essential and compels examining which practices are best suited, in particular, for culturally, linguistically, and socio-economically diverse families.[23] Thus, as important as the rating structure and accountability in an improvement system, is the technical assistance and financial resources to support improvements in program quality, including Family Engagement practices.

Elevating Attention to Family Engagement

Long before children enter child care or any formal school setting, parents are educating their children. Families help shape their child's language and literacy development, as well as their general curiosity for exploring and learning new concepts. Families know their children better than anyone else does and have the greatest vested interest in seeing their children learn. Educators must remember that children spend less than 20 percent of their early years in early childhood settings or K-12 schools and that the family is likely the most consistent adults in the child's life.

Although many factors have contributed to the increased emphasis on collaboration between parents and teachers, three issues are clear: (1) parents want to be involved, (2) engaging families yields positive outcomes for children and, (3) federal law requires collaboration between schools and families,[24] particularly in early intervention services, Head Start, and Title 1 schools. Even the No Child Left Behind Act (NCLB) expected schools to engage with parents. However, the gap between policy and practice is pronounced,[25] leading the National Family, School and Community Engagement Working Group of the Harvard Family Research Project to develop policy recommendations for family engagement that include shifting the national mindset about family engagement to reflect its importance, building capacity and strengthening evaluation and accountability, elevating and centralizing family engagement within the U.S. Department of Education, and incentivizing family engagement practices.[26]

Engaging with families begins before the child's first early education experience. Families must be engaged in choosing child care that meets their child and family needs. Since 1976 California has made an investment in Child Care Resource & Referral agencies to consult with families on the steps involved in making this choice. Families are encouraged to engage in face-to-face interviews, visiting programs and observing the care, getting references from providers and having conversations with those references about the provider's care, checking Community Care Licensing's documentation of their visits and any complaints investigated, introducing the child and observing reactions to a potential child care environment. Resource & Referral counselors talk

about these and other aspects about choosing care They help families think through what questions to ask, what to look for, how to understand licensing and much more. Thus, the QRIS system for rating programs can be of value to families in making their selection, but it is only a piece of the selection process and should not supplant family participation in the selection of a program or provider. Resource & Referral agency staff will be instrumental in helping parents interpret ratings, explaining the factors that went into the scores and using this information along with the other recommended decision practices.

Once children are in care, families want to continue their involvement. Though school-related, family-related, and community-related barriers deter parents from being involved[27], "despite the many challenges facing families, national survey data indicate that participating in their children's education is a priority among families regardless of their education or socio-economic status."[28] Family-friendly care or family-centered programs[29] are terms used for programs that gives parents what they most need -- high-quality care that operates on the premise that families are the center of children's lives. Family friendly centers recognize that parents' primary concern is for their children; they offer programs and services that enhance the being of families, thereby relieving parental stress and time strain. "Family friendly" means adopting policies that put family needs ahead of the convenience of the child or the program.[30]

As the U.S. becomes more diverse, different cultural beliefs and practices are more often cited as a barrier to effective family engagement and student achievement. Few states' QRIS systems have standards or benchmarks for meeting the diverse needs of dual language learners and teachers are poorly trained to meet children's cultural needs.[31] Without appropriate support by teachers, children from minority ethnic groups often attempt to adapt to the dominant culture by adopting different identities. Unfamiliar cultural traditions and experiences can be alienating for children and this alienation carries forward to poor outcomes.[32] Family engagement offers opportunities for parents and staff to share information about children, and to develop reciprocal relationships in which parents' knowledge and values are respected and staff are trusted. Family engagement facilitates communication between parents and staff so that the adults with whom children spend most of their time can agree on basic goals and approaches.[33]

Family-centered care-where families are treated as partners-strengthens families and is particularly important for families in crisis, whose children are at-risk for abuse,[34] and families with children having special needs.[35] Quality of care is especially important for children whose development is delayed and children with other risk-factors—research on the effects of early intervention indicates that children at-risk benefit greatly when placed in high quality early education programs.[36] A component of this standard of quality includes meaningfully partnering with families to access resources that support the family and the child. "Family systems intervention practices help put in place those resources and supports that ensure parents have the time and energy to interact with their children in ways that provide them development-enhancing experiences and opportunities promoting learning and development (p. 15)."[37]

Family-centered care also benefits children who are not from the dominant culture. Most of the associations between ethnicity and child outcomes are related to poverty and having English as an additional language. Once these factors are taken into account, there are few remaining differences in attainment between ethnic groups at age five and none at age seven. Children with a positive home learning environment (where parents engage with children in learning activities at home) achieve better in the early years and throughout elementary school.[38] In fact, the home learning environment has a greater influence on a child's intellectual and social development than parental occupation, education or income, which leads to the conclusion that what parents do is more important than who they are, and a home environment that is supportive of learning can counteract the effects of disadvantage in the early years.

Educators' Responsibility for Engaging Families

Schools' efforts to promote parent involvement are more significant than parental income and level of education in determining whether or not parents become engaged in their child's school and their child's learning.[39] This holds true for early care settings as well, where literature suggests that *teachers* are the key to positive parent involvement in early childhood education programs.[40] Theoretically, at least, family engagement has been a part of early childhood education for years. Young children are not seen as autonomous beings; their identity is tied to their family.

The phrase "parent involvement" means different things to parents and teachers, and implies different activities from one parent to the next and from one educator to the next. Even less agreement exists when we speak of partnering with families. Fathers and other family members also have a role to play in children's lives[41] yet are often overlooked when educators plan activities to engage families. Most providers recognize the importance of engaging with 'parents' more generally but they tend to deliver services in a gender neutral manner that does not differentiate between fathers and mothers.

Increasingly high quality programs are expected to engage in parent involvement practices that result in supportive environments for children's learning and development. Unfortunately, there is not a one-size-fits-all model for family engagement. Harvard Family Research Project (2006) asserts that "it is necessary to match children's developmental needs, parents' attitudes and practices, and early childhood programs' expectations and support of family involvement."[42] It is also not necessary to reinvent the wheel. As educators design effective family involvement strategies that both meet the needs of their unique population and align with education reform priorities, they can learn from documented innovative practices that engage families along a continuum, draw in hard-to-engage families, reinforce involved families, and empower parent leadership.[43]
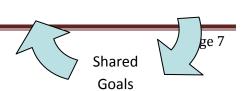
If teachers are held accountable for effectively engaging families, they must understand and embrace the principles behind effective family engagement practices to be effective. Early care providers need certain competencies to carry out family-centered practices that connect with families as partners in their child's education. Being family- centered requires transformational change.[44] Most teachers enter the early childhood profession because they enjoy being with children. They do not necessarily have an interest in children's families, nor are they always prepared to work with them. The professional culture has promoted this mindset, emphasizing the child and paying less attention to family and community roles in child development.[45]

Teachers need training and technical assistance to ensure that whatever activities are implemented, they are done so with the intent of building partnerships with families. Lopez (2010)[46] identifies three essential components to effectively partnering with families. First, educators must strengthen the family-child bond and acknowledge the primacy of the family in child development. Rather than assuming the role of experts, they involve parents and other primary caregivers in making choices about their child's development. Second, educators must address diversity, which will require educator training. With families and teachers from different cultural and socio-economic backgrounds, misunderstandings can arise about childrearing values and practices. Third, partnership requires building trust, which grows out of the sharing of knowledge, by families and teachers, about childrearing.

Strengthening the parent-child bond, addressing diversity and building trust are embedded in the following interrelated skill areas[47] which frame this section:

- develop relationships

Family Context

Relation-ships

Shared Goals

- generate shared goals; and

- support the child and the family.

Develop relationships. Interactions between home and school matter for children's development-- children's learning is a shared responsibility between home and school. Developing home-school *relationships* is a foundation for home-school interactions that lead to positive outcomes for children. Developing relationships requires a level of trust between parent and educator including respect, personal regard, perceived competence, and perceived integrity. However, family members and teachers may experience differences in language, culture, and child-rearing practices that lead to challenges in developing effective two-way relationships. At the most basic level, when teachers and parents understand and embrace one another's perspective about each other's role and contribution to the partnership, a trusting relationship can be established. Parents will become involved when they feel welcomed.[48]

Generate shared goals. Teachers should not assume that parents who do not respond to their invitations for involvement (1) care less or have dismissive attitudes about their children's education, or (2) have little understanding of the importance of their involvement in their children's education. Teachers' efforts, along with parents' perceptions of the extent they can influence their child's education are major factors in whether and how they respond to invitations by teacher to be involved. Supporting parents to partner in goal-setting for the child means working with families on setting goals for the child's growth and development both within the early care and education environment, as well as goals that support the child's smooth transition between levels of education – from infant-toddler classrooms into preschools and from preschool into the elementary school environment. While there are tools that measure ways that programs can engage parents in setting goals for children, teachers are not trained in what it means to develop shared goals in partnership with families – that is, how to develop goals that simultaneously build on family's goals and values, reinforce early learning principles, and promote school readiness goals, and support successful transitions.

Support the child and the family. Educators enter the early childhood profession with a strong desire to work with children, but often do not consider they will also need skills to work with the whole family. Working with the child in the context of the family implies the teachers have the skills, resources and knowledge to help families develop and build on networks of support that carry through the child's elementary years and supports all aspects of the child's development. However, it is difficult for a teacher to build a relationship and help families to develop these networks of support when the context of the family is seen as deficient. Strong school-families partnerships are developed through a strengths-based mindset. The strengths-based teacher regards every child and his/her family as having knowledge, strengths and resources to bring to the educational relationship and the successful building of shared goals. Further, working with the child and the family requires the program to engage in culturally competent practices. NAEYC (2009) identifies seven elements of culturally competent practices[49]; the first emphasizes acknowledging that children are nested in families and communities with unique strengths and re-educating and reconditioning teachers to view the family as the center of their work.

Implications for Teacher Training and Technical Support. Preschool teachers receive education and training to learn how to help children develop. Learning to work with the parents of these children is not a standard part of early childhood teacher training programs. Navigating the cultural and socioeconomic differences inherent in the teacher/parent relationship is challenging for teachers who don't have this education. Engaging in authentic two-way communication, mutual respect and culturally competent relationships all require education in both the theory and the practice of these skills. Teachers' ability to participate in a partnership of equals – where each party has skills and expertise to bring to benefitting the child – is fundamental to building strong and

effective family school partnerships. College education courses, ongoing training, and on-site mentoring must weave into every aspect of training and coursework the concept of "partnering with families" just as training and coursework integrates and teaches how to meet the needs of diverse learners. Parent partnership skills must be considered as a prerequisite to effective activities that exemplify parent involvement practices.

CAEL QIS Five Tiers of Family Engagement

These descriptions show how programs build on mutual respect and two-way communication in each advancing tier, to forge a program-family partnership. Further, because the Environmental Rating Scales are recommended for adoption as a measure of parent involvement, the ERS' recommended equivalents are framed within the context of the three interrelated skill areas described previously. In addition, key activities that emerge and deepen over the tiers are: two way communication, content and methods of sharing information, school-based involvement, home learning activities, transitions, leadership development, and access to resources.

Tier 1: Communicate. The first tier is characterized by respectful, two way communication between the teacher and family members who drop off and pick up the child, and communication is conducted primarily at these periods of time. Tier 1 is most concerned with *developing relationships with families,* as the adults in the child's life engage in mostly positive interchanges about the child. Their friendly, comfortable relationship ultimately helps the child transition from the home to preschool as the child feels secure seeing teachers and family members interacting positively. For example, the teacher shares observation and information about the child's day at school and the parent is asked for their perspective about the child's behavior or interests at home. Tier 1 is similar to ECERS rating 2, where communication is primarily verbal. Where written information may be present, is not accessible to *all* families (e.g., those who do not speak English or those who are illiterate).

Tier 2: Educate. In the second tier, programs enhance the quality of their relationships with families, and observers may see efforts to include families in setting goals for their child, as staff work more with the child in the context of their family.

Relationships. When families enroll in the program, they receive written information about the program's administrative policies and written information is accessible to all families—that is, materials are translated into languages spoken by participating families and/or translators are available to enable families to access the information. Further, programs do not take for granted that all parents are literate or take in information in the same way, and take steps to insure parent receipt and understanding of the content by using multiple communication methods. Although communication strategies are varied, they tend to be dictated by the providers' convenience and capacity, such as verbal check-ins at drop-off or pick-up time, articles, handouts, or email.

As indicated by a rating of 3 on the Environmental Rating Scales, the program provides families with some opportunities to become involved but involvement opportunities tend to be program-based and isolated events during hours of operation, for example, by donating materials, sharing an interest or skills, or attending a social event. At this level, the program has not yet grasped how to help families overcome barriers[50] to participating or how to connect participation opportunities to the child's progress and the overall classroom learning. Programs may still attribute lack of involvement to lack of interest.

Shared goals. Programs discuss with families various activities that took place during the day and seek feedback from the family members both at drop off and pick up time, as well as through occasional phone calls or other methods of communication. This is the beginning of informal goal setting with families as program staff seek more information from families, more frequently, about their perception of their child's learning at home as it relates to the activities and learning that took

place at school. Children's work is sent home with children to show families what takes place in school and parents are encouraged to display this artwork on the refrigerator, for example. Parent conferences are not a regular part of the program's schedule, however, staff welcome meetings with families upon the family's request.

Family context. Programs begin the process of working with the child in the context of the family at enrollment, for example, by asking families about children's history, educational background, the family and its' culture. Programs share information with families about things they think will be helpful, such as flyers and newsletter articles that talk about child development, literacy, development, parenting practices, health and nutrition, adult education opportunities, community resources (such as summer camp), and more. However, information tends to be generic and may exclude families with different compositions (such as families with two same-sex parents, single parent families, homeless families, etc.)

Tier 3: Involve. In tier 3, programs create pathways for families to actively participate with teachers in their child's education. Programs that are rated as at Tier 3 receive a score of 4.0 on the ERS in this dimension.

Relationships. In addition to activities stated in Tier 2, programs also provide families with written, accessible information about the program philosophy, curriculum, discipline, and other policies. Understanding of one another's philosophy is an important step to stronger, clearer relationships. Programs invite families to participate in the program and a greater variety of involvement opportunities and more specific opportunities are made available. Invitations for involvement imply that parents are sincerely wanted and valued in the classroom. Some barriers to involvement have been considered such as provision of child care, or opportunities outside the typical school day. However, programs do not have a clear plan to involve "hard to reach" families.

Shared goals. Teachers request information at various times of year about the family's goals for their child and a planned conference is regularly offered to the parents. Teachers use an assessment of child's progress and collect information (portfolio for example) to share with families during the conference. Based on the assessment, teachers give families advice about what the child needs to work on and how the school will support that growth. Families are asked for their ideas as well.

Teachers provide ideas for simple home learning activities for parents and children to do together which extend classroom learning, for example, completing an in-class activity at home, or replication of an in-class activity, or sending home book bags to enable children and parents to read together. These activities tend to be the same for all children and teachers do not have a clear plan for reaching families that do not complete the given activity.

Family context. Prior to enrollment, families are offered the opportunity to observe the program before and during the child's placement. Although the invitation is meant to help families to choose a program that fits with the families' values and culture, this purpose is not clearly stated and some, but not most families do so. Programs seek family input on cultural programming and linguistic diversity, such as requests for cultural artifacts, family photos or signs in the family's home language.

In this tier, teachers provide ways for families to meet, get to know and work together with other parents. These family-to-family connections begin the framework for networking and building community. Families may provide information to program and other families about topics including: the family's observation of how the child learns, family's goals, family concerns, family language and cultural practices.

In addition to program-initiated information described in tier 2, staff share information with families based on what families have requested. For example, if a few families have inquired about summer

activities, the program attempts to collect and make available information on this interest area. Parent meetings are held on topics that the program perceives families will be interested in and family feedback is requested. Families that do not attend the meetings may obtain the handouts later.

The program has an overall plan for helping families to transition from the infant toddler classroom, if relevant, to the preschool classroom which involves the family and eases the child into the new setting. In addition, program has a plan for transition into kindergarten, for example, by inviting a school representative to discuss the transition process and giving families' kindergarten enrollment information.

Tier 4: Engage. The forth tier extends and deepens the family involvement from tier three and, in this tier, programs will receive a score of 5.0 on the ERS. The difference between Tier 3 and Tier 4 is the

- ▪ intentionality with which teachers engage with families,
- ▪ teachers' efforts to follow up with families that are harder-to-reach,
- ▪ number and variety of opportunities available to families to become involved, and
- ▪ availability of leadership roles, opportunities for families to provide program input, and family-centered approach to goal setting.

Relationships, for example:

- Program staff *strongly advise* family visits to observe the program as a pre-requisite for enrollment so that parents understand first-hand what the child will experience and most families follow through. Also, staff spend time with families at enrollment to discuss the program policies and families are asked about their own child rearing practices and discipline policy to insure discrepancies are discussed in advance of enrollment.

- Opportunities for involvement are created after *feedback from families* about their availability, preferences, ideas for involvement, and skills. In addition, program staff spend time with families insuring that there is clarity of roles and that the partnership is valued by the program. Programs follow up with families that are unable to participate in a given activity to engage them in other ways.

- Opportunities for parent leadership are available, such as "class parent". Also, families are invited to sit on an advisory board or helping to plan school events and parent meetings.

Shared goals, for example

- Program staff follow up with families about their experiences with the home learning activities and teachers follow up with families who do not follow through with the home activity to provide support.

- Families are educated about children's readiness skills and given a family-friendly "checklist" of skills with which to observe the child at home. During conferences, teachers and parents discuss observations in each setting and make recommendations about how each can support the child's development toward school readiness.

- Home learning activities are tailored to the child's ability, family interest and contribute to achieving the shared goals set by the program and family.

- Building on tier 3, incorporating family interest in educational information, the program also has defined parent education content that they believe all families should know. Teachers are trained in this content and are able to weave provision of this information into their

exchanges with families. Nutrition and health and child development are two examples topics that could be embedded and tailored to family understanding and needs across all classrooms.

Family context, for example,

- Programs seek family input on cultural programming and linguistic diversity, and these ideas are incorporated into the curriculum and ongoing program activities.

- Educational information provided to families is tailored to family requests; families have multiple ways to get the information such as families who are unable to attend a presentation can check out a video on the subject at their convenience.

- "Hard to reach" families are matched with another parent for mentoring and support, to facilitate stronger family integration into the program. In addition, greater efforts are made include fathers and/or extended family members.

- Teachers begin to seek outside resources and connect families with services that benefit the child and family well-being. Resources are offered as referrals and suggestions with the onus on the family to follow through.

- The program's transition plan is specific to provision of information and development of relationships with staff at the neighborhood schools. Families who attend schools outside of the neighborhood are given written information and, possibly, contact information with a suggestion for follow-up.

- Families are presented opportunities to engage in community events to increase awareness and knowledge about their communities.

Tier 5: Partner. Tier 5 is characterized by regular and frequent venues for parents and teachers to collaborate on behalf of the child, the family, and the program. Building on the activities of the other four tiers, in Tier 5, reaching the higher levels of relationships, goal setting, and family context that lead to school-family partnerships requires training and higher levels of competency by all program staff. The primary difference between tier 4 and tier 5 are the forward thinking activities engaged in by the program intended to empower families to advocate for their child, and provision of resources and support that will carry into future involvement.

Relationships. Teachers and parents are respectful of one other, support one another, and value one another as partners—each of whom bring to the child's growth and development something equally important . Teachers and family members participate together in activities such as curriculum planning, program activities, leadership training, program evaluation, and advocacy. Teachers and parents work together to build networks of support for families and activities that support teachers and the program's success. Families are asked to provide feedback regularly using an evaluation, and the program provides multiple opportunities and follow-up to insure that all parents express their opinions.

Shared goals. At this level, teachers and parents communicate regularly about the child, the curriculum, and the program; and they meet at least twice a year in parent conferences and/or home visits.

Family context. Program staff have the training, skills and connections to know when families need more resources and both recommend <u>and actively help</u> families make connections to specialists, for example, that can support the child and family's various needs. In a variety of ways—through relationships, shared goals, and understanding family context—preschool staff work with individual families to overcome unique barriers to access services and supports during the child's preschool years and beyond. Teachers both help coordinate services on behalf of families and actively

support family capacity-building so that adults in the child's life are confident and able to advocate for the best interest of child during the preschool years as well as later, throughout the child's education. Transition practices include specific activities that will enable families to develop relationships that will carry them into the future school experience. For example, program staff may meet with elementary school staff and set up opportunities to experience elementary school leadership such as PTA, SSC, ELAC, a meet and greet with parents and children who are already in the elementary school to begin developing new relationships, visits to the kindergarten classroom for to experience a typical day.

Policy Recommendations for the "Family Involvement" QRS Element:

1. Use the Environmental Ratings Scales (ERS family of tools) for Family Involvement and Title 22 as a proxy for family involvement. Include specific topics for Parent Education beginning at tier 2 and Transition Planning beginning at tier 3.

2. When assessing a program or classroom using an ERS, the independent assessors should be familiar with the type of setting being reviewed (Family Child Care versus Center.)

3. The implementation of the Family Involvement element of the rating system should be included in any QRIS pilot studies.

4. When Title 22 is updated, have consistent and comparable requirements for Family Child Care providers and Centers regarding written information and orientation for families at the time of enrollment.

5. Cultural and language competency should be integrated into all family involvement strategies.

Conclusion

Family participation in education is twice as predictive of students' academic success as family socioeconomic status. Family involvement has been linked to school readiness, school performance, academic achievement, and social and emotional development. Regardless of family income or cultural background, children whose parents are involved in their education are more likely to earn higher grades and test scores, have more consistent school attendance, demonstrate better social skills and self-esteem, show improved behavior, and adapt well to the school environment.

Early childhood programs must have a full range of options and opportunities for family engagement, and families should have the option to choose their level and type of engagement based on their priorities. To accomplish this, early education staff need greater competency in family engagement strategies lest they minimize the importance or cast judgment on whether families are appropriately involved. Colleges and universities currently have very limited course work specifically designed for early childhood educators to develop the knowledge and tools to effectively work with families. Comprehensive, effective, and standardized family engagement strategies must be included in the core curriculum of all Early Childhood Education preparation courses and must be aligned with the California Department of Education Early Childhood Educator Competencies. This means development of new courses and adding family engagement to current courses to improve the overall quality of the workforce and early care and education settings.

CAEL QIS must include a comprehensive communication plan that is sensitive to the diverse cultural and linguistic backgrounds of all parents. The plan must utilize all existing modes of communication and develop new/different modes to ensure all families understand and use the system. The communication plan must succeed in engaging families from all diverse backgrounds, respect and address families' needs as well as socio-economic and cultural differences. Families must be involved in the development of the communication plan and then provide ongoing feedback once the plan is implemented.

Finally, true family engagement embraces a philosophy of partnership where power and responsibility are shared. CAEL QIS is providing California the opportunity to create a climate/culture where this belief is institutionalized. It is imperative that strategies for gathering ongoing feedback from families during the implementation of the QRIS to provide an independent consumer voice and provide continuous improvement of the CAEL QIS. Family partnership

strategies will help families become stronger advocates for their children and champions for early care and education quality.

Endnotes

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CAEL QIS Family Involvement and Stakeholder Outreach and Advocacy Subcommittee
Communication Plan draft Recommendations

1.   State, county and local agencies and organizations currently working with families that can assist to: 1) get information out to families, stakeholders and the community; 2) collect their input on the information to feed back to the subcommittees.

2.   Develop templates of common and specific messages to be distributed to families, the early childhood education community/child care providers, and the general public/stakeholders. The offering of templates would include web-sites, information flyers, posters, brochures, video presentations, public service announcements, advertisements for local media and scripts for phone tree messages, twitters, email blasts, text messages, social networks, etc.

3.   Establish a regulation requiring California Child Development Division funded contractors to provide information on the QRIS to all parents served prior to participating in the programs – Alternative Payment Programs, CalWORKS - Stage 2 & 3, Center based programs, California School Age Families Education (Cal-SAFE), Resource & Referral Networks, Centralized Eligibility List and Local Planning Councils. Secure outside expert assistance to develop branding, templates for distribution, and a public outreach plan.

4.   Develop cost estimates for a public relations plan and explore 'partnering with marketing classes through colleges and universities to assist with marketing via practicum projects.

5.   Seek out corporate and agency sponsors.

Timeline for the communication plan roll-out for each target group

1. Be careful in the roll-out so the communication will be limited to the target areas and consider capacity
2. The pilot group should not focus on size but on LOCATION – urban, rural, each region participates
3. Strategies for outreach should include
   - Media
   - Training of stake holders,
   - Partners
4. Low cost – train spokespersons and trainers – LPC, R&R, CPIN
5. Start with the parents within the existing programs that are participating
6. Put info into the "Kit for New Parents" in the communities where the pilot is happening
7. Commit enough money for TA/mentor/coaching
8. Recommend using KEYS to quality programs rather than STARS. Focus on keys to relationships

Target Group: FAMILIES

Strategies:

Possible implementation methods including:

a. face-to-face communication, parent meetings, family advocate

b. newsletters, flyers, brochures, web-site postings/videos, radio-particularly ethnically focused media – specifically in the morning hours

c. involve electronically connected parents phone tree messages, twitters, email blasts, text messages, social networks, etc.

d. videos played during Doctor's visits, kits for parents/ information packet, hospital information packets

e. all other public media formats: billboards, public transportation systems including tram/light-rail systems, public service announcements, milk cartons/cereal boxes, utility bills, Governor's association to be included in Family Friendly workplaces.

Template Ideas for Families

1. Start with things that already exist
   Families
   - Family Partnership Initiative (FPI)
     o FPI Training Manual has many good elements
     o Parent Brochures and Poster have a hook in "how to play" and then add information about "this should be happening in quality child care"
   - Accessible documents
   - Target the "hook" idea to the setting (health info in pediatricians office)
   - There is a quality system coming
   - Why this should matter to them (without saying that only the highest level is good)
   - Parent quotes? (Peer reviews)
   - Website with various layers of information (starting simple)

2. Make sure low literacy materials are created. Include graphics. Information should be available in at least English and Spanish.

3. Use a Question and Answer approach from the parent's perspective with additional list of resources where parent can call

4. Possible questions to ask:
   - Do you have children between the ages of 0 and 5?
   - Do you need information on early learning (child care) environments such as preschool programs?
   - Do you know what to look for when choosing an early learning environment?
     a. List quality indicators including rating system

- How do I get more information on the rating system?
  - o Ask child care provider, check website, community agencies
  - o Include piece that reminds reader that the system is voluntary

5. Template:
  - What are indicators of quality when choosing child care?
  - Why do we need a quality rating system?
  - What does it mean to your family?
    - a. What it is
    - b. Where to locate information about the rating
    - c. How do I learn more
      - i. who conducts the rating
      - ii. how often
      - iii. where might I locate the rating of a providers home
      - iv. who has to participate in the rating program

Quality Indicators for Early Care and Education
1. Healthy Physical Development contributes to "readiness to learn"
2. Children need to develop safe relationships with caregivers and peers
3. Quality indicators of Early Childhood include health as a cornerstone of healthy development.
4. Child providers need to have access to current information
5. Children should feel safe, respected, love
6. Family Involvement:
   - Are you welcome to drop in anytime?
   - Ratio/group size: Are there enough adults to interact with your child?
7. Staff
   - Do they have education and experience with caring for children?
   - Are they giving your children opportunities to experience their world?
   - Leadership: Are they growing in their expertise and sharing wit the community? Are there open lines of communication?

Delivery Systems/Groups:

Big Brothers & Big Sisters
http://www.bbbs.org/site/c.diJKKYPLJvH/b.1539751/k.BDB6/Home.htm?gclid=CLbqiInp458CFRF
bagodHWj7Ww

California Centralized Eligibility List
Local county list
http://www.cde.ca.gov/sp/cd/ci/cdcelscontacts.asp

California Council of Churches
http://www.calchurches.org/projects7.html

California Early Start, main site

http://www.dds.ca.gov/EarlyStart/Home.cfm

California Resource & Referral Network
State and local service
http://www.rrnetwork.org/

California State PTAs
http://www.capta.org/

CHIPS
http://www.cdph.ca.gov/programs/Pages/CHIPandRHSProgram.aspx

Family Resource Centers Network of California
http://www.frcnca.org

Healthy Families
http://www.healthyfamilies.ca.gov/Home/default.aspx

KQED Public Media and PBS for Northern California
http://www.kqed.org/w/ncpb

KCET Public Media and PBS for Central and Southern California
http://www.kcet.org

Parent Institute for Quality Education
http://piqe.org/index.php

Regional Center list
http://www.dds.ca.gov/RC/RCList.cfm

Salvation Army
http://www.salvationarmyusa.org/usn/www_usn_2.nsf

WIC
http://www.cdph.ca.gov/PROGRAMS/WICWORKS/Pages/default.aspx

YMCA
http://www.ymca.net/programs/programs_for_child_care.html

http://www.ymca.net/resources_for_families/resources_for_families.html

YWCA
http://www.ywca.org/site/pp.asp?c=nmL7InPdG&b=53780

Target Group: PROGRAMS/PROVIDERS

Strategies:

Utilize existing strategies of ongoing communication via state wide provider associations

and consortiums, community colleges, training organizations, conferences, workshops, and web-site information.

Template Ideas for Programs/Providers

- Define the field, using some of the information from CDE Foundations about the titles of the workers (infant care teachers, preschool teacher which includes family child care)
- Let people see how they fit into the CAEL QIS
- Start with a simple message about the umbrella of who makes up the field as intended in the CAEL QIS
- What are the elements and why (long-term outcomes)

1. Purpose, benefits to provider and children,
2. Design, access to information (where/how – maybe a website)
   - Include standards of quality care (regardless of the information location)
3. Participation in the Rating System is voluntary
4. System provides support and has incentives
5. System respects individuality of the provider/center.
6. Information needs to be easily accessible and non-intimidating
7. How the CAEL QIS plan was developed and time spent to development. The plan will continue to modify and change.

Delivery Systems/Groups:

California Childcare Health Program
http://www.ucsfchildcarehealth.org/

California Department of Education, Child Development Division funded programs main state web site
http://www.cde.ca.gov/sp/cd/

➢ Center based early childhood education programs
➢ Alternative payment program
➢ Stage 2 CalWORKs program
➢ Stage 3 CalWORKs program
➢ California School Age Families Education (Cal-SAFE)
➢ Centralized Eligibility List
➢ California Child Care Resource & Referral Network, state and local level for parents & providers: Web site posting, parent survey, parent meetings, one-on-one, newsletter, Literature- brochures, flyers
➢ Local Planning Councils, to community and to membership – organization network

California Head Start State Collaborative Office
http://www.cde.ca.gov/sp/cd/re/chssco.asp
Head Start Agencies

http://caheadstart.org/Roster.pdf
Head Start, California
http://caheadstart.org/index.html

California Inter Tribal Council
http://www.itccinc.org/
Child care
http://www.itccinc.org/childcare.asp

Community Care Licensing
http://www.ccld.ca.gov
City & County offices
http://www.ccld.ca.gov/res/pdf/CClistingMaster.pdf

First 5 of California region list
http://www.f5ac.org/regionlist.asp

California Parent Information Resource Center
http://www.calpirc.org/

CALPIRC Regional site list
http://www.calpirc.org/downloads/brochures/state-regional-map/view.html

Community Network for Children & Families Health Clinics
http://www.cacfs.org/AboutUs/

County Offices of Education
http://www.cde.ca.gov/re/sd/co/index.asp

School District web sites
http://www.cde.ca.gov/re/sd/

California Association for the Education of Young Children
http://caeyc.org/main/page/navhome

California Association for Family Child California
http://www.cafcc.org/

Child Care Health Connections Newsletter for California Child Care Professionals
http://www.ucsfchildcarehealth.org/html/pandr/newslettermain.htm

California Childcare Health Program
http://www.ucsfchildcarehealth.org/

California Department of Education, Nutrition Services Division
http://www.cde.ca.gov/ls/nu/

Child Development Training Consortium
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Community colleges
http://www.cde.ca.gov/re/sd/results.asp?Nocache=2%2F8%2F2010+1%3A36%3A42+PM

State colleges
http://www.cde.ca.gov/re/sd/results.asp?Nocache=2%2F8%2F2010+1%3A36%3A42+PM

University systems
http://www.cde.ca.gov/re/sd/results.asp?Nocache=2%2F8%2F2010+1%3A36%3A42+PM

National Association for the Education of Young Children
http://www.naeyc.org/

National Association for Family Child Care
http://www.nafcc.org/include/default.asp

Target Group: PUBLIC and STAKEHOLDERS

Strategies:

1. General public information: Web-site information, billboards, information placed on public transportation systems including tram/light-rail systems, public service announcements, public television infomercials, milk cartons/cereal boxes, Governor's association to be included in Family Friendly workplaces, utility bills Community papers, church newsletters, school newsletters and affiliated websites, DVD's, video streams.
2. Grassroots and community organizations: Resource tables at local events, community fairs, health fairs, Town Hall meetings, swap meets, book fairs, farmer's markets and festivals. Post information/posters at park and recreation programs, summer camps, libraries, schools and churches, dance studios, gymnastic studios, chain stores such as Target, Wal-Mart and children's sport leagues - baseball, football, soccer in the languages of the community.

Template Ideas for Stakeholders and Public

The public wants to know:
1. Why is this a benefit to me and to my company/organization
   - More stable workforce because children are in quality child care
   - Prepare California's children for entrance into public school system
   - Support parents in their roles as first teacher
2. What is the economic advantage
   - Less employee absenteeism
   - Children better prepared to learn, less remedial costs required
3. Is it worth the money
4. Look at demographics

Delivery Systems/Groups:

State wide public transport association link
http://www.apta.com/resources/links/unitedstates/Pages/CaliforniaTransitLinks.aspx

California Department of Public Health
http://www.cdph.ca.gov/Pages/Default.aspx

California Department of Health & Social Services
http://www.dss.cahwnet.gov/cdssweb/default.htm

California Department of Developmental Services
http://www.dds.ca.gov/DDSHomePage.cfm

California Department of Education: Main web-site
http://www.cde.ca.gov/index.asp

First 5 of California
http://www.ccfc.ca.gov/

California State Libraries
http://www.library.ca.gov/

Workforce and Business Outreach
Chamber of Commerce
http://www.calchamber.com/businessresources/pages/localchambers.aspx

Job training centers
http://etpl.edd.ca.gov/

http://www.edd.ca.gov/jobs_and_training/pubs/osfile.pdf

WorkSource Centers and job placement agencies
(Local Workforce Investment Boards)
http://www.worksourcecalifornia.com/default.htm

Department of Motor Vehicles
http://www.dmv.ca.gov/

California Public Utilities
http:/www.cpuc.ca.gov/puc/

REPORT OF THE FINANCE AND INCENTIVES, INCLUDING FUNDING MODEL, SUBCOMMITTEE TO THE EARLY LEARNING QUALITY IMPROVEMENT ADVISORY COMMITTEE

INTRODUCTION

SB 1629 included four charges to the Early Learning Quality Improvement Advisory Committee (aka CAELQIS or the Advisory Committee). CAELQIS assigned two of those charges to the Finance and Incentives, Including Funding Model Subcommittee (Finance Subcommittee) for investigation and reporting back to the Advisory Committee:

1. "The development of a funding model aligned with the quality rating scale for child care and development programs that serve children from birth to five years of age, inclusive, including preschool."
2. Recommendations on "how local, state, federal and private resources … can best be utilized to complement a statewide funding model as part of a comprehensive effort to improve the child care and development system of the state, including preschool."

This Report fulfills the charge of CAELQIS to the Subcommittee to investigate and report back on these subjects.

The Finance Subcommittee established four major areas for its work:
1. Cost analysis for components of the proposed Quality Improvement System (QIS).
2. Identification and assessment of various possible incentives to motivate a) provider participation in the system, b) to motivate staff to obtain additional relevant training, and most critically, c) to provide resources for quality improvements. This was understood to include all types of providers included in the QIS: licensed centers, licensed family child care providers, and certain license exempt centers that meet specified criteria for participation.
3. Identify and assess possible sources of financial and non-financial resources to implement a QIS.
4. Develop a Funding Model. The funding model would identify probable cost centers (components requiring funding) and relate those cost centers to possible funding sources where possible.

I. COST ANALYSIS

A. General Cost Analysis

Cost analysis could not occur until specific decisions had been made about the components of the QIS, such as the elements of the quality rating system, the

scope of child care providers eligible to participate, what workforce development programs would be included, etc. In addition, staff resources, particularly staff resources with skills in cost estimating, were quite limited. Fortuitously the National Child Care Information Center had commissioned a computer based QIS Cost Estimation Model states and others to use in developing cost estimates for proposed QISs.

Cost analysis work is continuing, using the Cost Estimation Model, and the Subcommittee hopes to provide initial cost ranges at the December meeting in at least the following areas:
1. **Cost of the rating system**
2. **Cost of providing technical assistance for quality improvement**
3. **Outreach and awareness costs**
4. **The cost of incentives, utilizing typical incentive cost data from other states.**

B. NCCIC Cost Estimation Model – one tool

The Chair participated in an advance webinar on the NCCIC Cost Estimation Model (CEM) in April, 2010 and the Subcommittee received an advanced briefing on the CEM in May. The decision was made to utilize the CEM as a cost analysis tool for the Subcommittee. The tool became available for use in June, 2010.

The NCCIC CEM estimates costs in several broad areas, producing an estimated annual cost for each area, and a total state-wide annual estimated cost. The broad areas are:
1. Quality Assessment system and Administration
2. Professional Development
3. Training and Technical Assistance for providers
4. Financial Incentives
5. Public Awareness efforts
6. Facility Improvements
7. System Evaluation
8. Data Systems

A major advantage of the CEM is the ability to quickly analyze how changes in any single variable, or multiple variables, would impact costs. Multiple cost estimates can be easily run to test these variables. Variables could include: estimated number of participating child care providers each successive year after implementation; annual dollar amount of incentives or quality improvement grants given to each provider at each rating tier, level of technical assistance given to providers to prepare them for rating, scope of staff pre-service development support, scope and frequency of data collection and data reporting, frequency of quality rating assessments (annual, bi-annual, etc.), whether all center classes are rated on an environmental rating scale (ERS) or classes are sampled, and numerous other variables.

The CEM must be "populated" with a large quantity of data specific to California and our recommended QIS design. Some of this data can be obtained from a variety of sources, some must be estimated. At this point in time some numbers will only be "guesses". Subcommittee staff and consultants have been assigned responsibilities for collecting this data, and a copy of the CEM is being populated. Most or all of these data elements must be entered before the program will produce cost estimates.

The Subcommittee expects that initial cost estimates will be extremely rough, and not reliable, due to multiple initial data elements being rough estimates or guesses. Over time, as data is refined, it is expected that cost estimates will become increasingly reliable. For this reason the Subcommittee has decided to initially enter some data at low, middle and high end estimates, and produce a range of possible costs rather than specific figures. The Subcommittee expects that cost ranges will better communicate the estimated, tentative and low-reliability level of initial estimates. As data elements are refined we expect the ranges to shrink and become more reliable.

The Subcommittee also expects that provider participation rates will increase over time, and that the distribution of providers among the five tiers will change over time. Because many costs will be related to the number of participating providers and their distribution between the tiers, estimates and ranges need to be specific to a year period following implementation – for example, year 1, year 3, year 5, etc., with the total cost expected to increase over time.

Given the large number of data items to be both gathered and refined, this CEM project will not be completed prior to the end of 2010. The project will be passed on to the Early Learning Advisory Committee (ELAC). In addition, the ELAC pilot QIS project should be extremely valuable in refining data items such as provider participation rates, percentages of rated providers at each tier level, costs for quality improvement coaching and technical assistance, etc. The experience of county QIS programs in California will also be another rich source of information to refine estimates for some data items.

The QIS pilot test under ELAC will be very important to producing better estimates of a number of critical variables. For this reason, reasonably accurate total cost estimates will probably not be available until well into the pilot test.

The Subcommittee has made two other decisions to increase the usefulness of the CEM. First, a log is being maintained of all data being entered, including source and level of reliability – "low" (weak or no data), "medium" (reasonable data) or "high" (solid data). [This is separate from the "low", "medium" and "high" end estimates for some variables discussed above.] Second, once enough data has been entered to be meaningful, the Subcommittee intends to make a copy of the Finance Subcommittee CEM available for public viewing of the entered data.

Finally, the Cost Estimation Model can be downloaded by any interested person at http://qriscostmodel.nccic.acf.hhs.gov/index.cfm and the Subcommittee has encouraged the public to review the tool and, if they wish, generate their own estimates.

C. Other Cost Estimation Tools.

Other cost estimation tools will undoubtedly be needed, including traditional number crunching by individuals with cost estimation skills. Other specific computerized tools may be identified. The Subcommittee did not have the expertise available to identify additional available computerized tools.

D. Data System Cost Analysis

Nancy Remley, Administrator of the Policy Office in the Child Development

Division, California Department of Education, provided staff support for the Data Subcommittee and made a presentation to the Finance Subcommittee. Specific issues related to the Finance Subcommittee were raised in discussion, including:

1. The importance of a cost analysis at the local provider level for collecting and reporting data, as well as a cost analysis of state-level costs for a data system; including participation by providers knowledgeable about data collection and reporting work loads and costs.
2. Concerns that data shown on charts as existing in data systems actually is not collected at the local level as expected, or is not currently inputted to any data system – thereby underestimating the additional work to collect some data elements being discussed. The actual availability of "existing" data may require closer analysis.
3. The importance of analysis of the costs of a minimalist data system, that would collect only data needed for operation of a QIS system and outcome data for evaluation of system effectiveness; a comprehensive data system, that would collect data for a variety of public policy and research purposes as well as operation of a QIS system; and a middle level data system.
4. A quick data collection system for the pilot projects proposed in the ELAC federal application, which might need to operational in early 2011. This would be critical for the pilot project evaluation.
5. The importance of accounting for QIS costs, both in a pilot and ongoing implementation, by cost category to provide actual data on the costs of various parts of a QIS.

All of these issues could be addressed within the Data System Assessment proposed in the ELAC application.

RECOMMENDATIONS:

1. **CAELQIS recommends that cost analysis using both the NCCIC Cost Estimation Model and other cost estimation methods, as refined through the pilot project, continue under the Early Learning Advisory Committee.**
2. **CAELQIS refer the Finance Subcommittee's data system issues to both the CAELQIS Data Subcommittee and ELAC for consideration during the development of the data system assessment.**

II. INCENTIVES

This discussion of possible incentives is intended to inform both the QIS pilot test under ELAC and the eventual build-out of a quality rating and improvement system. Both financial and non-financial incentives are typical of QIS systems in other states, per presentations made to the Subcommittee.

A. Financial and non-financial incentives for providers should be designed to

accomplish at least four distinct purposes:

1. Reimburse providers for the added costs to participate in a QIS. These added costs have not been fully identified or analyzed, but include costs such as the cost of additional data collection and reporting not previously done by the provider, staff time to complete the rating process (including submitting various documents and facilitating on-site reviews), etc.
2. Motivate providers to join and participate in the system. Particularly in the early years financial incentives will probably be essential to motivate significant percentages of providers to become rated and participate in QIS. As a threshold percentage of providers in any community become rated, competitive pressure will motivate additional providers to become rated and achieve higher tiers, and the importance of incentives to motivate participation might decline.
3. Provide the provider with funds to affect specific, quality improvements, chosen by a provider and/or part of a Quality Improvement Plan developed by the provider and a QIS coach. For example, if a center needs to adopt an educational curriculum, there will be costs for training the center's staff in that curriculum, particularly the salaries and benefit costs for staff to attend training outside their time supervising children. Some Subcommittee participants believe that new and lower tier providers will need more specific and targeted quality improvement assistance to affect improvements and increase tier ratings, possibly grants tied to coach approved Quality Improvement Plans.
4. Motivate child development center teachers, assistant teachers, directors and potentially other staff members to seek staff development at colleges and other venues outside of in-service training given by the center or family child care owner, to improve quality, expand skills and achieve higher tier ratings.

B. Subcommittee participants brainstormed different possible types of incentives that might be offered as part of a QIS. Other possible incentives may be identified. The Subcommittee is not making specific recommendations on the types or levels of financial incentives to be provided at different tiers. Different financial incentives, at different dollar levels, could be tested in the ELAC pilot project. Possible incentives include:

1. Financial incentives:
    a. Periodic stipends to each rated provider, with higher stipends for higher ratings. Stipends could be paid out monthly, quarterly or annually, depending on how the frequency of payment motivated quality improvement and the administrative costs of making the payments.
    b. Periodic stipends to each rated provider specifically earmarked for higher wages and/or benefits for staff (or for other specific purposes, with audits to verify use).
    c. "Tiered reimbursement" in the Regional Market Rate (RMR) and Standard Reimbursement Rate (SRR) payment systems for providers who serve California Department of Education (CDE) children.
    d. Grant funding for specific quality activities, such as facility

improvements, staff training, purchasing additional instructional materials and equipment, etc. Grants could be based on approved quality improvement plans and/or applications with objectives; and are more likely to be one-time rather than periodic.

 e. Stipends to child development staff to obtain further education (possibly similar to AB 212 and CARES Plus reimbursement).

 f. Ongoing stipends to child development staff who have achieved levels of education that help qualify the program for higher tier rating.

 g. Refundable tax credits for rated centers, for rated family child care providers, for staff members and/or for parents who place their children in rated centers (the Louisiana model).

 h. Incentives to institutions of higher education to provide more child development classes; including classes in the evening, on weekends or in the community for staff already working in programs.

 2. Non-financial incentives:

  a. Marketing/competitive value of a higher tier rating in promoting a center or home.

  b. Venues for providers to publicize ratings for parents.

  c. QIS branding, such as a logo for rated programs to use (possibly including number of stars).

  d. Training and coaching to assist providers to join the system and achieve a rating.

  e. Coaching, training and assistance developing a Quality Improvement Plan for providers to achieve higher ratings.

  f. Career/professional growth advisors to assist staff members to build a career plan and navigate the higher education system.

  g. Training for owners and directors in quality, management, facilities, etc.

  h. Lists or referrals to professionals and experts for training or technical assistance.

C. Subcommittee participants and participants at a Town Hall discussion in San Diego also discussed which incentives are most likely to motivate providers to join a QIS and motivate providers and staff to improve quality.

 An approach that received significant support was a "hybrid" incentive system – a combination of periodic incentive payments to the provider/owner plus periodic direct payments to lead teachers who had obtained the additional education, beyond that required by licensing. This approach motivated both higher levels of participation and movement towards higher tier ratings. Incentives to providers would fund program-wide improvements, training to achieve Quality Improvement Plan goals, purchase of additional instructional materials, salary increases to staff other than lead teachers, addition of fringe benefits, etc. An alternative view was that a refundable tax credit system might be most likely to gain voter support if a QIS funding proposal appeared on a public ballot.

Other "hybrid" combinations of incentives, or approaches to incentives, could be tested in the pilot project.

Discussion at the Subcommittee included the following points:

1. Incentives may need to include funding (grants) to assist agencies to achieve basic levels of quality in order to become rated.
2. Higher tier educational requirements will require higher teacher salaries, and incentive payments at the higher tier levels must be adequate to pay for those higher salaries.
3. Could incentives be provided for quality improvement within a tier rating, as well as moving to a higher tier?
4. Focus groups could assist in better defining the types of incentives that would generate the most motivation to participate and/or improve quality, the minimal and optimal dollar levels of incentives to motivate participation and quality improvement, and the frequency of payment that would generate the most quality improvement.

D. The Subcommittee expects that one of the needs for incentives will change over time – the need to motivate providers to join the QIS. Initially there will not be competitive pressure on providers to participate in the QIS, and financial incentives will be essential to motivate "early adopters" to join the system. But, as the number of providers in any geographic region reaches a critical level there will be increasing competitive pressure on other providers to join, as consumers (parents) select rated providers over non-rated providers. This "critical level" has not been determined, but could possibly be estimated by interviewing QIS officials in other states where there has been widespread participation in quality rating and improvement systems. As competitive pressure becomes common in major parts of the state, the need to motivate participation through incentives will probably decline. At the same time, reaching this critical level inherently is based on increasing numbers of providers joining the system, which will increase the total cost of financial incentive payments. As the need to motivate providers through financial incentives declines the state may be able to either decrease the level of incentives, or not increase the level of incentives as inflation erodes the value of a fixed level of incentive. It is possible that these two trends – increasing numbers of providers joining the system and the decreased need for financial incentives to motivate providers to join the system – may partially offset each other. Ultimately a goal of a QIS is for competitive pressure, through consumer awareness and demand, to drive increasing quality improvement.

Another objective of incentives, the need to provide funding to implement quality improvements, such as higher teacher salaries for higher staff skills and retention of staff, will continue even as competitive pressure increasingly motivates participation.

E. Further work is needed to determine the following: 1) the most effective type of incentives to offer to achieve various outcomes, 2) the optimal and most cost effective dollar level of incentives, and 3) the most effective frequency of payments. All of these issues should be tested in the pilot test, possibly with different approaches at different pilot test programs.

RECOMMENDATION: That further study be conducted of 1) the most effective type of incentives for various outcomes, 2) the optimal and most cost effective dollar level of financial incentives, and 3) the most effective frequency of payments, including focus groups and pilot testing.

RECOMMENDATION: The QIS pilot test should test a combination of incentives, including a payment to the provider and a payment to each classroom teacher who has education to meet a tier level that requires more education than licensing regulations.

III. GOVERNMENT FUNDING MODELS AND EXISTING POSSIBLE FUNDING SOURCES

The Subcommittee received a presentation on typical methods of funding used by government, brainstormed possible sources of funding, explored existing funding streams and the most appropriate matches to probable QIS cost centers, heard a presentation on utilization of partnerships with local entities that can provide both financial and non-financial resources to support a QIS and heard presentations on other existing resources, including Family Child Care Home Education Networks, Resource and Referral programs in every county, and existing Child Development Division and Title I pre-kindergarten programs that include quality standards.

    A. Typical methods of government funding.

        1. Grants – examples are Head Start, CCDF Quality contracts
        2. Cost Reimbursement – County administration of cash aid under the former AFDC program.
     3. Fee for units of service
     4. Tax expenditures – tax credits or tax reductions

        Each of these different models tends to result in different methods of administering the program, including areas such as program standards, audits or reviews, administrative vs. programmatic operational costs, etc.

    B. Brainstorming possible sources of funding.

        See Attachment #1 for this listing of possible funding sources.

    C. Existing funding streams and appropriate matches to probable QIS cost centers.

        The following existing funding streams were identified, which could be used to fund portions of a QIS. In many cases some modification of the program funded would be necessary to effectively utilize an existing funding stream to support QIS, as noted below. However, in all cases the existing funding stream would continue to support the basic function it now supports.

1. Federal Child Care and Development Funds (CCDF) Quality Improvement funds. Many existing CCDF Quality projects could readily be modified to specifically tie into and support a QIS. In several cases a priority should be established for QIS rated providers to give them first access to funds as an incentive to participate. Providers who are participating in a program to increase quality in order to become rated could be given a second priority, and providers not involved in the QIS would be the third priority.

   a. Child Care Retention Program (AB 212) – this program typically pays for tuition and other costs related to obtaining additional college level education and sometimes provides additional stipends to teaching staff who have obtained such education; priority could be given to lead teachers who are obtaining additional education to qualify their program for a higher tier rating.
   b. CPIN training – training could be focused on assisting rated providers to further improve quality, or providers with a quality improvement plan to become rated. This could potentially include coaching and/or training classes and workshops.
   c. Family Child Care at its Best Project – this is a training program; priority could be given to licensed family child care providers who have been rated and providers who are seeking to become rated and have a Quality Improvement Plan.
   d. Health and Safety training – this program provides and pays for CPR and first aide training required for licensing; priority could be given to staff of rated programs as an additional incentive to become rated.
   e. PITC Institutes & Partners for Quality Regional Support Networks – this is an ongoing training program for quality infant and toddler providers; priority could be given to rated infant/toddler providers to improve quality, or to providers seeking to be rated who have a Quality Improvement Plan.
   f. Child Care Initiative Project – this project is operated by the Resource and Referral agencies and primarily provides training and technical assistance to individuals who wish to become licensed family child care providers to assist them to become licensed; priority could be given to license-exempt family child care providers who join the proposed QIS program to assist license-exempt providers to become licensed.
   g. Exempt Provider Training -- this project is operated by the Resource and Referral agencies and provides various types of training and technical assistance to license-exempt providers (without a requirement that they are seeking to become licensed); priority could be given to license-exempt family child care providers who join the proposed QIS program to assist license-exempt providers to become licensed.

2. California First 5 Commission funding. California First 5 Commission funding is under the control of the Commission. However, several Commission goals parallel the projects and goals of a QIS system, and collaboration on achieving these parallel goals is highly feasible. The following

is a list of QIS cost centers that appear to be likely candidates for collaboration, including joint or sole funding by the Commission. There may be other areas for collaboration, including funding.

a. CARES Plus – This project is similar to the CCDF Quality Child Care Retention Program, and operates in most counties; priority could be given to teachers who are taking courses to qualify their programs for higher tier ratings, beyond those required for licensing.

b. Web site collaboration – The QIS system will require a web site to both post listings of rated providers for parents to find these providers, and to provide information for both parents and providers on the QIS. The QIS system could collaborate with the Commission on this web site, either utilizing the existing First 5 web site, or utilizing First 5 expertise in designing and operating a new web site. Collaboration and links with multiple other web sites should be established (for example, the R&R Network, CDD, DSS Licensing and California Child Development Administrators Association web sites). Coordination with DSS Licensing regarding providers on probation or suspension, and revocations, will also be essential.

c. Public Awareness Campaign – The Commission undertakes various public information efforts from time to time, including their new parent kits, periodic media campaigns, etc. The QIS system could be promoted through Commission public information efforts (or possibly the Commission would create a specific public information campaign when the QIS is ready for statewide roll-out).

d. Workforce registry – A workforce registry has been discussed within QIS subcommittees, although the Advisory Committee has not adopted a recommendation on this suggestion, and there is not a clear consensus that a workforce registry is necessary to develop a QIS. The Commission has indicated some interest in a workforce registry, and collaboration should occur if a workforce registry becomes part of a QIS program, or if the Commission or other parties fund and develop a registry.

e. ECE/QIS Data System – The Commission and foundations have expressed interest in an ECE Data System. ELAC has included a data system assessment in its application. These efforts should be coordinated to the extant that they compliment each other and funding could be provided by the Commission, foundations or other entities that would enhance the assessment process and/or the implementation of a data system (including the concerns raised earlier in this report).

f. QIS Evaluation – Periodic evaluations will be needed for both the pilot test and for ongoing QIS operations after implementation of a system. Both the Commission and foundations might be interested in maximizing the benefits and information derived from these evaluations, including joint funding of evaluations.

g. A study of quality improvement systems, specific projects and outcomes in other states – The Commission, the National Child Care Information

Center, foundations or other national entities could be interested in a study of the most effective practices, in terms of outcomes for children, in QIS systems in other states. Such as study might significantly benefit the ELAC pilot project, and the further design of a QIS under ELAC.

h. ELAC staffing, planning and operations – The Commission appears to be prepared to fund some staffing, operations and possibly other costs of ELAC, as it did for ELQISAC. This generosity needs to be acknowledged, and the opportunity for ongoing collaboration noted.

3. Foundations and Business

Foundations and business, or business associations, could be key funders for particular QIS costs, especially during the pilot test and start-up phases of establishing a QIS. There are a limited number of well-known foundations that include child development in their funding objectives, fund in California and have the level of resources needed to assist the implementation of a QIS. These foundations typically do not fund on-going services, but focus on opportunities to expand or enhance services in ways that leverage their dollars for on-going benefits to children and families, including improvements in government funded child development services. Funding is typically one to five years in length, and based in part on a plan to continue the services or benefits without continued foundation financial support. Forward looking businesses, and possibly more important, business associations, recognize the critical importance of a well educated workforce for the long term success of their enterprises. The educational goal of a QIS could interest these leading businesses in providing support for the system, which could include start-up funding, on-going but limited financial support for key components, and possibly expertise (for example, development of web sites or computer systems). Actual commitments of resources by either foundations or business are likely to require firm commitments by the state, with firm timetables and plans for implementation. Such commitments also require relationships with senior government and legislative officials who can deliver on commitments. Financial and non-financial support from foundations and businesses should be developed through an intentional design to bring foundations and key business associations into the planning process, including supporting the pilot test phase.

4. County First 5 Commissions, County Offices of Education, or other local partners.

The First 5 Association of California, representing county First 5 commissions, made a presentation to the Subcommittee on the potential for collaboration with local partners in implementing a QIS. Local partners could bring three resources to such a partnership: 1) funding (which could possibly double or triple funding from the state), 2) additional services to support quality improvement beyond those in the basic QIS design, 3) local relationships and

knowledge of the communities and providers that could greatly increase participation and motivate quality improvements.

5. Family Child Care Home Education Networks

   Family Child Care Home Education Networks (FCCHENs) are local agencies funded by CDD and networks of licensed family child care providers who team up to provide high quality, educational child care to families eligible for CDD funded services through the participating providers. CDD's Title 5 quality standards apply to the child care provided through FCCHENs, including an educational curriculum that is developmentally, culturally and linguistically appropriate, and which covers cognitive, social, emotional and physical development. Annual evaluation of each participating family child care provider through the FCCERS rating instrument, with a minimal score of 5, is required. FCCHEN agencies already provide on-going individual and group training to all providers in their networks in a continuous improvement model, including individualized improvement plans and support for providers in implementing those plans. FCCHEN staff, in collaboration with the providers, also complete CDD's Desired Results Development Profile assessment on each child, and provide feedback and training to providers to meet the individual needs of each child.
   The FCCHEN model could be utilized in a QIS to both involve and provide effective support to family child care providers to both attain and increase quality. Because existing FCCHEN agencies already do much of what the QIS system would seek to accomplish, and these programs have demonstrated expertise in working with providers, they should be incorporated into the QIS structure, and possibly expanded to include a larger number of providers in new ways.

6. Resource and Referral programs

   Currently 61 public and private agencies provide a variety of services to both parents and providers through this CDD funded system. Since 1984 this system has covered the entire state through assigned service areas.
   Each resource and referral agency (R&R) does outreach to parents in their service area, providing referrals to licensed child care and information on recognizing and selecting quality care that meets the family's needs. This existing connection to hundreds of thousands of child development consumers provides an outstanding vehicle to inform parents about quality ratings, and to provide referrals to rated providers based on parental requests.
   R&Rs also provide a wide variety of training and support services to licensed providers, including assistance becoming licensed (including through the Informal Care Training Project), individualized and group training on quality improvements and improved business practices (including through Child Care Initiative Project funding), and provision of health and safety training to meet licensing requirements. Each of these services directly meets QIS objectives, and should be incorporated into California's QIS, and potentially expanded as needed.

In general, R&Rs are a potential vehicle for providing some types of quality training and support services to providers.

R&Rs also have a direct and personal connection to the vast majority of licensed centers and family child care providers throughout the state. These programs and Alternative Payment/CalWORKs programs (often housed in the same agencies) have an unparalleled and existing ability to both inform providers about a QIS and to motivate and support providers to join a QIS. These existing connections with providers will be invaluable in recruiting providers to join the system.

7. Other CDE funded child development programs

A variety of existing CDE Child Development Division and Title I programs could bring substantial resources to this project. The California State Preschool, General Child Care, Migrant Child Care, Title I Preschool and Even Start programs already provide high quality early learning spaces, under Title 5 regulations. Most of these programs in fact exceed the quality requirements of Title 5. Funding for these programs has declined, in terms of inflation adjusted dollars, over the last thirty years and these programs no longer have the resources to deliver the level of quality defined by the top tiers of the recommended ELQIS quality rating system. However, these programs are targeted at low-income and abused or neglected children, and enroll a high proportion of special education children – exactly the populations critical to closing the achievement gap and addressing the target population for ELAC. A QIS therefore has the opportunity to build on their existing strengths and substantial state and federal investment. These programs should be incorporated early in a build-out of a QIS. They have substantial resources and expertise to add to the system.

Alternative Payment and CalWORKs programs have extensive connections to licensed and license-exempt centers, licensed family child care providers and license-exempt providers. Although these programs do not have quality standards, many of the providers to whom they are connected provide a level of quality beyond licensing standards or are seeking to provide such quality. These programs can help to recruit quality providers into a QIS and can provide training and support for rated providers. New requirements for basic quality for Alternative Payment and CalWORKs providers, who are already accepting state funding, was discussed as a way of implementing at least some basic quality standards. Again, there are significant existing resources and an investment of state and federal resources to build on.

8. "Repurposing" of existing funding

Future planning for a QIS should also consider "repurposing" of funding for existing programs. A critical process in any government budget is the periodic analysis of existing programs to determine which programs, if any, have achieved their purpose, are no longer needed, or have become a low priority and should be

reduced, redirected or discontinued to fund higher priorities. Points of major system change, such as the adoption of a California QIS, are particularly important points for review of existing programs and consideration of repurposing existing funding to the new and higher priority need. Given the probability of limited state general funds for the foreseeable future, and probable need for state general funds to partially support a QIS, such a review of existing program funding may be necessary, even if difficult and painful.

9. Head Start, Early Head Start and Migrant Head Start

Head Start, Early Head Start and Migrant Head Start serve nearly 105,000 low income and disabled children birth to age five in California (enrollment per the California Head Start Association). While most of these children continue to be served in half-day preschool classes, Head Start has served an increasing number of children in full-day, full-year programs through collaboration with state and locally funded programs, most especially California State Preschool. Early Head Start, which serves pregnant women and children birth through age 3, has been expanded under the current federal administration, which has a broad commitment to further expand this program. These Head Start programs receive higher levels of funding, to provide more comprehensive services to children and families, than state funded programs. The need of these programs for financial incentives to improve quality should be examined in future planning; nevertheless these programs are a critical asset to expand access and improve quality. Increasingly local agencies are funded by both Head Start and CDD, and they are increasingly blending funding or otherwise linking federal and state programs in local collaborations. This increasing linkage may provide improved opportunities for statewide coordination.

RECOMMENDATION: That existing funding steams be adapted or repurposed, and existing funding sources be incorporated, to the maximum extent in both the pilot test phase and state-wide build-out of a QIS.

IV. NEW FUNDING SOURCES

The Subcommittee did not extensively explore the possibility of new funding sources to implement a QIS, or to expand the pilot project in either scope or continuation beyond the three years to be funded under ELAC. Discussion of new funding sources was so speculative, particularly during the current steep recession and decline in both federal and state income, that a focus on identifying existing resources was a more valuable use of Subcommittee resources. Nevertheless, existing resources would not be sufficient to build out a statewide QIS program that was open to all licensed, pre-kindergarten child development providers who meet the proposed quality standards – particularly if financial incentives sufficient to fund significant quality improvements are included. New federal and state resources will probably be needed, although availability of substantial new government resources probably is not possible prior to a post-recession recovery of public income. A few possible new funding sources were identified:

A. Federal Early Learning Challenge Grants

The federal Administration originally proposed $8 to $10 billion in Early Learning Challenge Grants, through a competitive application process, for states to develop quality rating and improvement systems (QRIS). The original legislation included various application criteria that favored states with an existing commitment to a QRIS and at least initial steps towards creation of such a system. More recently Congress has included $300 million for the beginning of an Early Learning Challenge Grant program. This is the largest possible source of new funding currently identifiable to assist California in the development of a QRIS, including possibly expanding and/or extending the pilot test phase.

The CAELQIS recommendations, ELAC pilot and further planning under ELAC should, in part, be directed to place California in a strong position to compete for Early Learning Challenge Grant funds, should they become available.

B. Targeted federal Education and Health and Human Services funds

The federal government continues to offer targeted funding for improvements to the educational system, including funding to improve data systems and evaluation, the recent Race to the Top, Promise Neighborhoods and Striving Readers Comprehensive Literacy Program. The federal Department of Education has developed a new focus on pre-kindergarten education and is actively investing in a partnership with child development programs funded through the Department of Health and Human Services, including Head Start, Early Head Start and the Child Care and Development Fund (CCDF). California should take advantage of opportunities to develop the infrastructure of a QIS by including early learning in applications and federally funded improvement projects where appropriate.

Head Start, Early Head Start and CCDF have actively sought partnerships with state and locally funded child development programs, have been willing to invest in quality improvements in those state and locally funded programs. Congress has included funding to expand Head Start and Early Head Start on a permanent basis, and to expand CCDF funding, in appropriations bills for the 2010-2011 federal fiscal year. CCDF funds, in particular, will come to state government. The Governor and Legislature should seek to partner with Head Start and Early Head Start grantees, and direct new CCDF funding, in ways that further the goals of a QIS.

RECOMMENDATION: That further work towards development of a QIS specifically be designed to prepare California for the strongest possible federal Early Learning Challenge Grant application and other federal funding streams.

V. PARTNERING – A PROMISING IMPLEMENTATION STRATEGY THAT CAN INCORPORATE EXISTING FINANCIAL AND NON-FINANCIAL RESOURCES

The presentation by the First 5 Association of California highlighted a highly promising strategy for implementation of a QIS, including the utilization of major existing resources to finance implementation: collaborative partnerships with local entities rich in resources. This

strategy can also be used to maximize the potential of the pilot project. Local partners could bring three resources to a collaborative partnership: 1) substantial funding (including doubling or tripling state resources, particularly in the early years), 2) additional services to support quality improvement beyond those in the basic QIS design, and 3) local relationships and knowledge of their communities and providers that could greatly increase participation and motivate quality improvements.

This strategy was particularly striking in light of the fact that county First 5 Commissions control the largest source of funding currently available to begin the build-out of a QIS, including expanding the scope and resources of the pilot project.

The "collaborative partnership" concept is distinctly different than typical government "vendor" contracting. In collaborative partnerships both entities bring substantial resources to the table, including financial resources, rather than one entity providing all of the resources. Collaborative partnership also means a joint development of the terms of the partnership, specific goals and activities of the partnership, and valuing of the existing resources and services of the local partner while conforming to the state-wide quality rating and improvement system.

A variety of local agencies and organizations could potentially apply to implement designed portions of the QIS in their local area on a collaborative partnership basis, including county First 5 Commissions, county offices of education, county boards of supervisors, businesses, associations of businesses, other types of associations, etc. Partnerships would require the local agency to demonstrate its ability to bring all three of the above listed resources to the partnership.

Specific services could be offered for implementation by local partners, while other QIS components could be implemented on a state-wide basis only. For example, the quality rating assessment system, the system for coaching and technical assistance for rated providers to improve quality, the system for coaching and technical assistance to eligible providers who are seeking to become rated and the system to assist exempt family child care providers to become licensed and eligible to join the QIS are examples of services that could be available for local partnering. Components that would be implemented on a single state-wide basis, through either state employees or a contract to a single vendor, might include the system evaluation, initial training and ongoing reliability testing of ERS (environmental rating system) assessors, managing of a statewide web site and data base, etc.

Potential local partners could apply to provide one or more services in a county, a portion of a county (e.g., a large city) or a multiple county area (particularly among low population counties).

The QIS implementation design could be a "mixed delivery system", where local collaborative partners are first recruited through an application process to provide designated services in specific local areas, then vendors are hired to provide other services intended to be contracted out, and state employees working for the state agency implementing QIS deliver yet other services.

RECOMMENDATION: That partnering with local entities who can bring all three of the following resources to a collaborative partnership be included in the piloting of a QIS to test the feasibility and value of this strategy: 1) substantial financial resources, 2) services in addition to those in the QIS design, and 3) significant relationships with local providers and knowledge of the local community that would enhance the effectiveness of a QIS.

VI. DEVELOPING A FUNDING MODEL

The current Funding Model has two features: 1) a list of cost centers paired with 2) potential existing funding sources and streams. The cost centers are organized into two major categories: state level operational costs and local assistance costs. See Attachment #2 for the Funding Model Chart. Most or all state operational costs would presumably be implemented directly by staff of the state agency to which implementation of the QIS is assigned, or single statewide vendor contracts (e.g., for periodic reliability testing of ERS assessors). Local assistance costs would occur through multiple contracts to either collaborative partners or county/regional vendors.

Within each major category costs are grouped into broad services. Once the Cost Estimation Model produces reliable cost estimates, these can be added to the Funding Model Chart. Some specific activities may be fully funded by existing funding streams or non-state general fund sources, some by a combination of existing or non-general fund sources and new funding streams, and a number of activities will need to be funded by new federal and state funding streams.

In addition to the $10.8 million in federal ELAC funding, the three major existing funding streams are: CCDF Quality funds, potential county First 5 partnerships, and California First 5 Commission funding. There are a small group of California foundations or businesses that are interested in the development of a California QIS. Discussions should be held with these foundations or businesses to identify QIS activities which they would be willing to fund, on 1) a start-up costs basis, 2) a three or five year initial basis pending ongoing federal or state funding, or 3) an ongoing basis.

RECOMMENDATION: That foundations and business be courted, by high level state officials, to contribute to the development and ongoing funding for a QIS in ways that mesh with their interests and funding designs.

VII. TRADE OFFS

Child development advocates typically recognize all of the many needs important to stimulating quality improvements for children and families, and commonly seek assurance that all of those needs will be addressed. At one Subcommittee meeting a large group of participants were involved in the practical issue of the need to consider trade-offs due to limited resources. Presented from this approach participants were quite ready to discuss both the potential need for trade offs and specific possible trade offs. They were practical and pragmatic, and willing to make trade-off decisions to achieve progress towards a QIS. Given the limits on state resources for the foreseeable future, this experience augers well for the possibility that incremental build-out of a system could be the only alternative to build a system.

Trade offs discussed, assuming limited financial resources, included:

A. In the Community Care Licensing system, monitoring everyone equally versus targeting either more frequent or intense visits to particular classes of providers. For example, could the

state effectively target facilities serving more or needier children for more frequent or intense visits, or target facilities more likely to participate in a QIS?

    B. In the CDD system of funding for programs, simplicity versus retaining current funding levels. This trade-off looked at the system for funding center-based contractors and the alternative payment funding model, which utilize two very different designs for the level of funding and different approaches to quality of care. Combining these into a single model could result in a simpler delivery system, but would mean that facilities would experience a change in the amount of state funding they receive. More simplicity = more change.

    C. In a potential QIS, quality versus public support. ELQIS participants typically want the highest rating tier to embody cognitive and social advantages that will last a lifetime. But higher quality requires higher cost. What if setting very high standards for tier 5 means that most facilities are at tier 1, 2 or 3, and that affects the public perception of early education and willingness to invest in it. Which is more important, higher quality in upper tiers or public support?

VIII. PROGRESSIVE BUILD-OUT

    Given the shortage of state general funds for the foreseeable future, a progressive build-out of a QIS may be the only practical alternative to continue progress over the next few years. To the extent that the state can build partnerships with competent local agencies to implement key portions of a QIS, where the local agency can bring major local funding to the partnership, this approach may be a practical path for moving forward. Early Learning Challenge Grant dollars could leverage far greater implementation this way.

    Local partnerships would necessitate a middle ground between statewide common standards (e.g., the quality rating standards and tier ratings, reliability testing for ERS assessors, core data definitions and reporting) with the ability of local partners to provide services beyond statewide common standards (e.g., additional training and technical assistance for providers, financial and non-financial incentives beyond statewide incentive levels, collection of additional locally needed data, etc.).

    Extensive QIS programs are already in operation in many California counties, including several of the highest population counties. The investment in these programs, the expertise and relationships built in these programs, and the quality improvements made to date should be maintained, and not lost. While many of these county programs serve a limited number of providers in their counties, each forms a core of services that can be progressively expanded to more providers as both funding and the demand among providers for participation grows. The First 5 Association of California believes that these programs, and their existing rating standards, are in fact very similar to the QIS standards being adopted by CAELQIS, which would facilitate the adjustments needed to conform to statewide core QIS standards.

    The pilot test could be expanded into progressive implementation, particularly as additional federal funds and local interest in collaborative partnerships both grow.

RECOMMENDATION: Further planning for a QIS should consider the option of a progressive build-out as resources become available, as well as the full-funding possibility for state-wide implementation.

TYPES OF FINANCIAL INCENTIVES FOR A
QUALITY RATING AND IMPROVEMENT SYSTEM

This is a list of the possible types of incentives that were identified during Subcommittee reviews of QIS in other states and through brainstorming.

1. Stipends and bonuses

   a. Stipends or bonuses are paid on an ongoing, periodic basis for obtaining a particular tier rating. Can be paid monthly, quarterly or annually.
   b. Paid to the child development program (center or family child care provider) – on some regular basis, often tied to the tier rating level. Typically stipends go up with higher tier ratings. The program determines how to distribute or what things to purchase. Stipends paid to programs could include stipulations about how the stipends are spent.
   c. Paid to key teaching staff, all teaching staff, director and/or other program staff. Intended to motivate teaching staff and the director to obtain higher education and maintain staff with higher education, and to motivate the program as a whole to attain a higher tier.

2. Tiered reimbursement for publicly funded children

   Can be applied to either the Alternative Payment/Regional Market Rate payment system, or to the contracted center/Standard Reimbursement Rate payment system. Typically is based on a percentage increase in the payment, with higher percentage increases for higher tier ratings. This model is designed to motivate quality among providers who serve large numbers of state subsidized children, but not intended to engage other providers in a QIS.

3. Refundable tax credits

   The fullest development of this model of QIS incentives is in Louisiana. Refundable tax credits are paid out through the state income tax system as credits. For programs or individuals that do not owe income tax, the credit is refundable as a payment to the program or individual. Credits can be provided to the program, and/or to staff, and/or to parents who enroll their children in rated centers. Credits typically increase with higher tier ratings. Louisiana provides all three types of credits.

4. Grants

   Grants are typically one-time payments intended to achieve specific quality improvements. These can be paid to center or family child care providers for site improvements, purchase of instructional materials, adoption of a curriculum, specific training program for staff, and a wide

variety of other purposes. Grants could be tied to an approved quality improvement plan and intended to assist the provider in implementing the plan.

5. College reimbursements, permit reimbursements

Reimbursements for teachers or directors to pass college classes that specifically contribute to higher performance. May include tuition, books, college fees or other costs of attending college or costs of applying for a child development permit. This model is used by the AB 212 and CARES programs. Reimbursements are typically one-time payments for specific classes or permits, and not an ongoing payment.

6. Hybrid models

Incentive systems that utilize more than one type of incentive payment. An example from the San Diego County QIS program was 1) a periodic payment to a child care center for maintaining a particular star rating, plus 2) a periodic payment to the lead teacher for obtaining early childhood education college units beyond the minimal level required by Community Care Licensing. San Diego child care centers felt that this hybrid model was particularly effective in motivating both the program and the lead teachers to improve quality and reach higher star ratings.

7. Incentives for Institutions of Higher Education

Extensive discussion has focused on the need to expand college training for early childhood staff, and to align courses between community colleges and with the Cal State University system. Some level of additional funding may be needed to attain these goals. This additional funding could be provided through a traditional college funding model, or through an incentive payment system operated by the state QIS agency.

DRAFT CHART FOR FUNDING MODEL

Note: It is expected that the format of this document would continue to evolve.

Item to be funded	Cost per unit (if appropriate)	Units/Basis	Est. Statewide Cost	Proposed Funding Source	Comments
I. Assistance to Local Programs					
A. Financial Incentives					
1. Incentives to programs 2. Incentives to staff 3. Inc. to training institutions 4. Facility funding or loans					teachers, director, others inc. grants, loans, technical assistance
B. Workforce and Professional Development					
1. Support for centers to train their staff 2. Support for teachers and FCCH providers				CCDF Quality: Child Care Retention Program (AB 212) CA First 5 Commission -- CARES Plus	
C. Technical Assistance for Program Development					
1. Targeted training/coaching to increase quality and ratings 2. General training for				CCDF Quality: CPIN	centers and licensed FCCH, specific to rated providers

interested programs				CCDF Quality: Family Child Care at its Best Project CCDF Quality: Health and Safety Training CCDF Quality: PITC Institutes & Partners for Quality Regional Support Networks CCDF Quality: Child Care Initiative Project CCDF Quality: Exempt Provider Training	
3. Training for exempt providers -- quality, and becoming licensed					
D. Marketing Assistance					
1. Web site listing rated prog. 2. Certificate for wall 3. R&R Priority				(see II. A. b. below) CCDF Quality: Resource and Referral prioritization	
II. State Level Operations					
A. Quality Rating Program					
1. Costs of initial QRS tool					purchasing tool
2. Training Reviewers a. Training Trainers b. Training Reviewers c. Periodic reliability testing 3. Assessments (ERS, etc.)					primarily Assessor time
4. Review of all docs					office staff time
5. Application processing					office staff time
6. Technology costs a. Data system					hardware and software
b. Web site for posting (i) Start-up costs				CA First 5 Commission partnering with its	

(ii) Annual operating costs
7. Public awareness
   campaign
 a. Initial campaign
 b. Annual ongoing campaign
 	
8. Development of Calif. QRS
   tool
 	
B. Workforce and
   Professional Development
				web site
				
				CA First 5 -- in
				parent kits	

1. Preservice training programs 2. Statewide training programs a. Development b. Onoging implementation **C. Data System**					ongoing support
1. Gathering 2. Analysis/reporting 3. Technology costs 4. Unique Identifier 5. Workforce Registry 6. ECE Data System Assessment **D. Other**				ELAC $10.6 million Calif. First 5 Commission Calif. First 5 Commission ELAC funding	

1. Evaluation
 	
2. Licensing system
   improvements
 a. Frequency of visits
 	
 b. Quality of standards
 c. Study of quality
 	
   improvements -- states
 	
III. Continued Development
				CA First 5
				Commission
				
				County First 5
				Commissions
				Foundations
				
				realignment of
				existing funding
				
				CA First 5
				Commission
				Foundations
					efficacy of
					the QRIS
					system

of Quality Imp. System					
1. ELAC Planning, Staffing & operations				CA First 5 Commission	
2. Pilot Test the ELQISAC Rating and Incentive System				ELAC funding	
3. Alignment of Comm. Coll. & CSU classes/program, inc. with ECE Competencies				ELAC funding	
4. Parent Focus Groups -- as part of ELAC planning				ELAC funding	

NOTES TO ACCOMPANY DRAFT FUNDING MODEL

1. Child Care Initiative Project (CCDF Quality: 09/10 $750,000) – Assists licensed-exempt providers or interested adults to become licensed providers, includes some basic training.

   See Chart section I. C. 3.

2. Child Care Retention Program (AB 212) (CCDF Quality: 09/10 $15,000,000) – Reimbursement to teachers in CDD funded centers for expenses of additional college training, stipends for additional training, or similar payments (in LA County available also to licensed family child care providers)

   Issue: Could this program be redirected to support a QRIS program? For example, priority for reimbursement for both teachers in CDD centers and staff in QRIS rated programs?

   See Chart section I. B. 2.

3. CPIN (California Preschool Instructional Network (CCDF Quality: 09/10 $2,975,000) – This system could be utilized in two ways:
   a. Notify rated providers of trainings
   b. Re-direct a portion of its training to meet identified needs of QRIS rated programs.

   Issue: Trainings are typically during the day on weekdays, when most center staff and FCCH providers cannot attend. If re-directed to support a QRIS program, these trainings would need to be moved to evenings or Saturdays. Also, trainings need to be connected and build in a sequence to system-wide goals (de-emphasize "one off" trainings).

See Chart section I. C. 2.

4. Exempt Provider Training (CCDF Quality: 09/10 $2,500,000) – Local Resource and Referral programs provide training to license exempt providers on child development, health and safety, providing learning activities for children, operating a small business, etc.

   Issues: Connect QRIS staff to the R&R, promote this training through the QRIS system to license exempt providers, and the QRIS studies and evaluations should inform some of the training provided by R&R agencies

   See Chart section I. C. 3.

5. Family Child Care at Its Best (CCDF Quality: 09/10 $1,000,000) Managed by UC Davis, operates throughout state, often in collaboration with R&Rs, APs, FCCHENs and possibly other agencies/groups.

   Issue: Review whether specifically targeted QRIS quality training classes are needed, in addition to existing class series – a higher level "Quality Improvement" class series for FCCH providers who are already rated.

   See Chart section I. C. 2.

6. Health and Safety Training (CCDF Quality: 09/10 $500,000) – Provided through local R&R agencies, available to licensed and licensed exempt providers (but licensed providers may be primary users).

   Issue: Could staff in rated centers and rated FCCH providers receive priority for training (or reimbursement for training) if local funding is inadequate to meet needs of all applicants? (Rather than a first-come, first-served model of rationing inadequate resources?)

7. PITC Institutes and PITC Partners for Quality Regional Support Network (CCDF Quality: $$1,075,000 and $4,317,400, respectively) – Training for teachers and providers in infant/toddler quality care.

   Issue: Could staff in rated programs be prioritized for access to training, probably along with CDD contracted programs?

8. Resource and Referral Programs (Both Prop. 98 and CCDF Quality: 09/10 $23,035,822) – Local R&R agencies provide a) referrals for parents, and b) training and technical assistance to providers.

   Issue: Could rated centers and FCCH providers be prioritized for:
   a. Referrals to parents?
   b. Training and technical assistance support?

BRAINSTORMING POSSIBLE "FUNDING" SOURCES

A. Federal

1. CCDBG Quality dollars
2. Increase CCDBG Quality set-aside dollars from new CCDBG funding
3. TANF
4. Title I funds to ECE – mandate
5. New federal funds – e.g., Race to the Top, Early Learning Challenge Grant, ELAC funding, CCDBG expansion, Head Start

B. State

1. Dedicated new taxes, examples are:
   a. tax per drink, "nickel a drink"
   b. "sin" taxes
   c. split property tax roles
   d. eliminate candy exemption, yacht taxes
2. Tax payer check-off
3. License plate program
4. State tax credit/expenditure (e.g., Louisiana's refundable tax credit for child development programs, staff and families)
5. Close tax loopholes (and direct increased tax revenues)
6. Student loan forgiveness – program specific to ECE staff
7. PELL grants
8. Re-prioritize existing general fund or Prop. 98 funds
9. New general fund or Prop. 98 funds
10. First 5 California funds

C. Local

1. County First 5 commissions funding
2. Corporations
3. Foundations
4. Public-private partnerships, endowments, matching funding

D. Other

1. User fees (from participating agencies – e.g., paying for part of rating costs)

E. General comments

1. Look at the system as a whole

Glossary

<u>Contract Education</u> refers to instruction, including specific credit or non-credit coursework, provided by a community college under terms established with an external entity, such as a business, government agency or nonprofit organization. The college provides the instructor, curriculum, instructional materials, and enrollment and records processing. The contracting entity pays for all costs of instruction and determines who will enroll. The college does not receive state apportionments for these courses.

<u>Curriculum Alignment Project (CAP) Core 8</u> means credit-bearing courses that meet the aligned standards of the Curriculum Alignment Project and cover the following subjects: child growth and development; child, family and community; principles and practices; introduction to curriculum; observation and assessment; health, safety and nutrition; teaching in a diverse society; practicum.

<u>Early Childhood Educator (ECE) Common and Comprehensive Course of Study:</u>
An integrated program of credit-bearing courses and practicum that:

1. incorporate the ECE Competencies with locally responsive strategies,
2. provide statewide quality and consistency,
3. reflect career ladder levels for ECE professionals (building from CAP 8 to comparable BA course organization), and
4. maximize effective articulation and transfer processes between and among institutions of higher education and partner community agencies.

<u>The Early Head Start program</u> is a federally funded program that promotes healthy prenatal outcomes, promotes healthy family the development of infants and toddlers beginning as young as newborn infants.

<u>The Head Start program</u> is a federally funded preschool program that provides comprehensives services to both low-income children and their families.

<u>License-Exempt Care</u> is a term used to describe programs that do not need a license to operate. Typical examples of license-exempt care include family child care homes (FCCH) or parent-coops with less than 12 children enrolled at any time.

<u>The National Association for the Education of Young Children (NAEYC)</u> is a nonprofit association with focus on improving the quality of educational and developmental services for all children from birth through age 8.

In a <u>non-weighted block system</u>, all the quality criteria in each tier need to be accomplished to obtain that rating, and the criteria included in each tier build on those in previous blocks.

Professional development (Three Areas of Professional Development):
1. formal education: credit-bearing courses, including degrees and credentials
2. practicum: credit and non-credit bearing professional practice experiences such as reflective practice, internships, college practicum experiences, fieldwork
3. on-going professional development: non-credit courses and seminars, including coaching and mentoring

Program is the early learning environment in family child care homes, programs, and center classrooms.

Title 5 State Preschool Programs are state contracted preschool programs that must meet requirements that go above and beyond Title 22 requirements in order to receive state funding. Examples of these requirements include stricter child to adult ratios and increased teacher and staff qualifications. Title 5 State Preschool programs are reimbursed at the Standard Reimbursement Rate (SRR).

Title 22 Programs are programs that meet Title 22 licensing requirements set by the Department of Social Services. These requirements are typically less stringent that Title 5 requirements. Programs that meet Title 22 requirements are reimbursed at the Regional Market Rate (RMR), which in urban areas, is generally higher than the Standard Reimbursement Rate (SRR). In order to obtain a license, a program must, among other things, ensure that staff have passed criminal background checks, have TB clearance, and be inspected by the Department of Social Services for health and safety requirements.

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